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ABSTRACT

Presented here are four case studies of urban collaborative educational programs: (1) the Dallas Independent School District - Magnet Arts High School; (2) the Los Angeles Unified School District Regional Occupational Centers Program/Skilled Training Education Program; (3) the Detroit Public Schools - Community High School; and (4) Philadephia's Parkway Program. Collaborative programs are defined as involving one or more of the following non-school agencies: business, industry, labor, institutions of higher education, community groups, local government, and service agencies. Each case study attempts to examine the costs associated with projects, determine the impact of collaborative programs on students in both academic and occupational domains, and describe the educational processes and characteristics necessary for success. Case studies also identify those school and business practices which best facilitate student transition from school to the labor market. The organizational structure and operational technique of each program are discussed and effective curricular models and positive student and community outcomes are highlighted. (Author/APM)

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Collaborative Programs in Urban Schools: Case Studies

Prepared By

The National Urban Coalition

July, 1980

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OVERVIEW

The collaborative program concept was introduced into the urban public school schema as an alternative curricular approach in the late 1960's with the twofold purpose of: (1) affirmatively meeting the special and equal educational opportunity needs of secondary-level urban youth and, (2) to begin to ameliorate the complex transition from school to work for students prior to their graduation from high school.

Educators and non-educators (i.e., parents, community-based organizations, etc.) have shown a growing awareness of the lack of, and need for, alternative curricula packages in order to "create (learning) environments and programs which will contribute to and provide enlarged opportunities for workplace education and experiences related to a variety of career aspirations."[1]

In 1978, the U.S. Office of Education/National Institute of Education, contracted with the National Urban Coalition to identify and investigate four urban collaborative educational programs which had successfully involved private and public sector institutions in the educational process.

"Exemplary" urban secondary-level collaborative programs selected for investigation were all school/business/IHE partnerships in their 2nd through 10th year of operation, which met the following criteria for selection:

(1) The program must involve the collaboration of one or more of the following non-school agencies: business, industry, labor, institutions of higher education, community groups, local government, and service agencies. Collaboration is defined here as encompassing programs in which the parties involved share responsibility and authority for basic policy decision-making and play an active role in the implementation of the program.[2]

(2) The program must be comprehensive in its educational scope and must function as a distinct operational unit. This means that efforts which involve non-school organizations in limited activities, such as career days or periodic field trips, will not be considered as eligible programs for the purposes of this study.

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[1] Chase, Francis, Educational Quandries Opportunities/1977-1980 Report on Urban Education Studies (written under contract to NIE 400-78-0037).

[2] Hoyt, Kenneth, Community Resources for Career Education (Washington, D.C.: U.S. Government Printing Office, 1976).

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PREFACE

This report presents descriptions of (four) collaborative education programs in the urban schools. The selected programs (Arts Magnet/Dallas; Community High School/Detroit; Parkway/ Philadelphia; and S.T.E.P./Los Angeles) were considered to have successfully linked local business, labor, community-based organizations and/or institutions of higher education with local education agencies, to provide needed resources and upgraded vocational and education opportunities for secondary level urban school children.

The information contained in the description of each program was obtained by the National Urban Coalition education project staff who visited each site. Direct classroom observations, student/teacher/administrator questionnaire responses, and individual interviews with student, instructional and other school and non-school personnel provided the data on which these descriptions (case studies) are based.

It is the intention of this study that the information generated will better assist in understanding the nature and kinds of activities, (e.g. curriculum adaptations, student-teacher aspirations, parental involvement) and human factors involved in urban education which offer the best hope for the future of public education in the inner cities of the United States.

"The key unit for educational change is the individual school, with its principals, teachers, students, parents, and community setting. The basic ingredients for learning and teaching are there .... To become more vital, schools must become more responsive to their own problems and needs and to the rich array of resources, including alternative models, (emphasis added) available for dealing effectively with these problems .... Yet, those involved in this inner process must have access to the new knowledge and skills that are called for on the part of those who are to effect change. There must be some way for outside resources and inside needs to come together productively and harmoniously. The inner process taking place in individual schools must be supported and encouraged from the outside. To be functional, this strategy requires a great deal more faith in the desire and ability of those working in the schools to participate productively in the designing of their own workplaces. The nature of this reconstruction on a school-by-school basis means moving forward on a broken front and not as part of some grand strategy in lock-step manner. It suggests granting authority to a school to heal itself."

URBAN HIGH SCHOOL INITIATIVE
REGIONAL CONFERENCE

SUMMARY REPORT:

Region V, Columbus, Ohio
December 14, 1978, p. 17

EXECUTIVE SUMMARY

(3) The program must have well-defined program goals which can be used as the basis for assessing program outcomes.

(4) The program must be deemed exemplary (i.e., worthy of imitation) in that the preliminary analysis, based on the program description, indicates successful achievement of stated program goals.

(5) The program must have available the necessary data to support the stated program goals, as well as the basic research assumption.

(6) The program must have been in existence for at least two years to provide for the collection of more reliable data.

(7) The program must be a secondary school program. This will provide the basic element of commonality among the case studies of the programs to be studied.

(8) The program must have a potential for adaptation, which would encourage other educators and organizations to consider the collaborative model.

Programs meeting all (or a majority of) of the established site selection criteria requisites were thought to be reasonably "mature" projects .... that is to say, programs which have refined their approach to linking and encouraging school and non-school organizations to engage in jointly coordinating in-school and out-of-school academic/work experience activities.

The objectives of the study were:

(1) to examine costs associated with each project (e.g. "start-up;" per-pupil expenditures, personnel/ administrative costs, etc.);

(2) to determine the impact/import of collaborative programs in the urban setting on students in both academic and occupational domains;

(3) to describe the educational process, essentials to success and program characteristics operating in these four programs;

(4) to identify those school/business/IHE practices which result in the greatest or greater gains in student transition from school to the primary labor market;

(5) to identify how organizational structures and mechanisms were designed to facilitate optimum use of community resources in conjunction with those of the public school system;

(6) to determine how responsibilities were effectively allocated among various segments or actors in the community;

(7) to identify what operational techniques effectively maintained ongoing cooperation and collaboration;

(8) to describe what curricular models (including types of school and work experience) were most effective in meeting the goals of each program; and

(9) to detail what positive student and community outcomes could (if possible) be attributed to the program.

Methodology

The significance of the project is in large measure, attributable to the types of programs which were studied (i.e. collaboratives) and the research methodology applied. The general design* of the latter was one of individually assessing and detailing aggregate program data through: (a) observing and recording program characteristics (i.e. goals and objectives, extent of the allocation of shared authority and responsibility among the partner/collaborators); (b) identifying organizational structures (e.g., industry, local education agency/program relationships; program interface with community and other special interest groups); (c) assessment of funding; (d) mechanisms for parent, student and community involvement in the educational decision-making process; (e) program design and implementation, measures of student outcomes (e.g., behavior problems); (f) plant conditions; (g) selected curricular models (i.e. liberal vs industrial arts, trade-related, business, etc.). In addition, staffing patterns were examined in recognition of this particular element as an essential ingredient effecting student motivation, adaptation, learning and ultimate program success.

Students from grades 9-12 at the Arts Magnet, 9-12 at Parkway, 9-12 at Community H.S., and grade 12 at S.T.E.P./L.A. were sampled. Respondents were not pre or post tested to gauge program effectiveness or to examine student achievement levels. Rather, observational instrument/interview guides using sets of unstructured questions about the program were employed. The characteristics of each program (using the case study method) were documented thoroughly for a subsample of all curricular models (and/or clusters within a selected school) students, and staff involved in the program. The

*Note: Rather than contrasting program performance.

programs under investigation consisted of approximately 4,000 students, in over 275 classrooms or program clusters, in or from 100 feeder schools in 4 distinct and exemplary programs.

Data Collection

Information about student background factors and student attitude toward the collaborative concept/program and other school-non-school related activities, were collected via a Student Questionnaire. To assess administration, staff and teacher characteristics (e.g. qualifications, interests, etc.) and attitudes toward participation in a collaborative demonstration program, an administrator/staff/teacher/parent questionnaire was also developed and administered. To document the educational (school and non-school) experience of subsets of students in the study, interviews were also conducted with personnel at those sites selected and classroom activities were observed. All students, faculty and industry personnel were interviewed in the late fall and early spring of the 1979-80 school year. (See Appendix 4.)

The Sample

Random samples of students and staff participating in each of the four programs were taken for participation in the lengthy interview sessions. Within each project at least 80% of all students and 75% of all faculty were randomly selected from each grade level (except in the case of L.A. where only seniors were eligible to participate). To the extent that the participating programs agreed to additional interviewing, additional classrooms/clusters of students were randomly selected for questioning. Not every grade at the four schools was involved in the interview sessions; however, for a given project, all grades were represented. The result was that approximately 50 to 80% of all students and faculty within each project/program were interviewed. (Note: Since the research design did not suggest the need for contrasting the performance of any one program against the other, LEA program staff were not asked or required to nominate non-collaborative programs or students who matched participants in terms of (a) ethnicity, (b) SES and/or (c) grade level.)

Data Analysis Procedures

Information was collected from previous program evaluations, school and student data, program observation questionnaires and interviews. Where possible (though not required), this data was analyzed in relation to data from the other "exemplary" programs selected for research. We will attempt to identify, however, the effects of each program by using comparable data among programs rather than between programs whenever possible. The research included, but was not limited to, an assessment of the funding and staffing patterns, mechanisms for parent, student and and community involvement in the education decision-making process, program design and implementation, student performance and behavior as well as measures of student outcomes. In terms of student outcomes, the kinds of data to be looked at may include: attendance, achievement, retention, attitudinal, and behavior data (e.g., suspension and vandalism rates).

Program observation provided an opportunity to supplement the data previously collected, to identify any other unintended outcomes of the program, and to identify those policies and practices which seem to be closely related to the observable program outcomes. (See Success Factor section.)

Questionnaires and interview formats were designed to elicit perceptions from the collaborators, teachers, students, and parents concerning each program's effectiveness, its key ingredients and the collaborative processes which contributed to the success of the program.

SUMMARY OF FINDINGS

It has become painfully evident, that in the next decade, the twin achievements of reducing high unemployment and rampant inflation simultaneously will take the form of direct and targeted attack on current education practices and companion structural unemployment issues. The current state-of-the-art research in alternative curricular approaches, suggests that those practices and issues must place special emphasis on mobilizing private-public-sector involvement or collaboration in programs aimed at transiting secondary-level urban high school youth from secondary school to the workplace.

While sound fiscal, monetary, and other socio-economic policies must, of course, be an integral part of this transition effort, this Study paid close attention to the measure of public-private-sector partnerships in education that appeared to effectively deal with alleviating the possibility of continued high rates of structural unemployment among urban secondary-level youths. Similarly, while the Study recognized the federal government's current commitment to subsidizing training programs for youth, its major objective has been to review those potentially replicable school-private-sector partnerships that have demonstrated and evidenced a decreasing reliance on government financial support.

Drawing on data extrapolated from surveying the four exemplary collaborative experiments, the Study concludes that the proliferation of public-private-sector partnerships program efforts to aid secondary-level urban youth is both noteworthy and imperative. It is also urged that these collaborative models be exported, not only to large urban systems but to small systems, as models for the wider use of such initiatives and as a basis for mobilizing national support for replication of private-sector involvement at the individual school or system level.

The case reports presented in this Study represent the results of the 2-year research effort. The case reports are four variations on the same theme of public-sector activities and public-private partnerships developed to provide O.J.T. and post-graduation placement opportunities for urban high schoolers. They illustrated the many and diverse types of collaborative approaches to bring about an improved transition from school to the workplace for urban youth.

The findings discussed in this report can be grouped into the following major areas:

- Nature of the student population served by the collaborative programs in the Study.

- Relationship between student affective achievement (i.e. career development) and attitudes, and program instructional process variables (i.e. classroom information), contextual characteristics, parental and/or community involvement, and teacher/staff characteristics.

- Impact of school-non-school partnership stability on student gains.

- Nature of the (observed) success factors and their impact on program implementation.

- How responsibilities were effectively allocated among the partners in the collaboration.

More specifically, study findings assessed the interrelationship of treatment (i.e. success factors, etc.) and measures of student/teacher characteristics, student gains in developing cogent career aspirations and parent/community involvement in design development, implementation and decision making in the collaborative program.

What kinds of students were participating in the public-private sector collaborative experiments?

- Approximately 75 percent of the students enrolled were minority inner-city secondary-level high schoolers. The exception being the Community High School/Wayne State University pairing where participants were predominately middle-class and college preparatory track students in their feeder schools.

How committeed (i.e. to the collaborative concept) and/or experienced were the participating school and non-school professionals?

- Fully two-thirds of the participating teachers, university faculty/administrators, and industry personnel had two or more years content area and/or occupational teaching/work experience.

- All participating professional personnel either volunteered or were nominated by the LEA/partners as ideal instructional or administrative candidates for the program.

- Approximately 75 percent of all staff (both school and private sector) had been involved in or with company in-service or district workshops concerning the implementation of a collaborative-type program.

What were some of the general program characteristics (e.g., program size, school-non-school partnership relationship, etc.) and success factors of the exemplary collaborative programs under study?

- The number of students served by the projects ranged from 250 to 2,000 per academic year, with all four projects serving at minimum between 100 - 500 students. The largest between student enrollment recorded was at Parkway, with approximately 500 participants per site for a total of 2,000.

- Success Factors

  - Project partnership management was stable over the years of operation, and project instructional attrition or dropout rates were relatively low.

  - School-non-school lines of communication were fluid and were relied upon by program staff and students to inform about any program modifications or changes.

  - In all four programs, sustained student interest and motivation significantly contributed to successful program maintenance.

  - The four programs received ample support from by the business and private citizens in the surrounding communities.

  - The program success is positively correlated to the extent to which school officials have been able to disseminate system-wide and provide information/technical assistance about program intent and long-range objectives.

  - Although the intent of the collaborative programs is to up-grade and ease student transition from school to work, their goal was not to provide job-placement assistance. However, it appears that student retention and success at their assigned workplaces was positive correlated with their expectations for program assistance with and in post-graduation employment.

  - Student participation in the collaborative program experiment positively affected their attitudes toward the need for career awareness development coupled with appropriate skills training, and other school related activities.

- While generally costly to operate, state education agencies commitment to program continuation has led to increased local cost pick-up with reduced reliance and dependence on "soft" federal dollar support.

The Study results indicate that by creating a collaborative effort that provides stable management with professionally committed staff, there is developed a population of highly-motivated students who have been assisted in realizing their career aspirations.

INTRODUCTION

BACKGROUND

Over the last two decades, educators and educational practitioners have come to recognize the need for a more functional education for urban elementary and secondary school children that corresponds to the manpower needs of the business world, the ultimate consumers of the school system's products.

Increasing criticism has been levied at school systems, (particularly large urban school systems) for not adequately equipping youth with the basic skills necessary to function in the competitive world of work. The issues of major concern for urban educators, and urban education include some of the following:

1) heavy system reliance on categorial aid or "soft dollars" (for supplemental/special programs) from state/federal resources (which supplies more than 50 percent of the total budget in some districts;

2) spending constraints due to rampant inflation, rising labor costs, soaring energy costs and a rising fiscal conservatism;

3) serving the needs of pluralistic student populations;

4) soaring student discipline problems (e.g. truancy, drop-out, attendance, retention, suspension;

5) crime in the schools, including student-teacher assaults, substance abuse, vandalism and sexual abuse;

6) teacher compentency and the "burn-out" phenomenon;

7) desegregation vs neighborhood school control; and

8) high school drop-out rates, poor academic achievement, high youth unemployment.

9) School(s) as a target for political pressures, e.g. tax reform, integration.

Educators have been forced to re-examine their philosophical underpinnings and programs to set education goals that better equip students with skills that will permit them to enjoy full and productive lives.

In an effort to solve the dilemma of poor performance of students attending urban schools, concerned educators and other groups studying the problem have proposed a variety of strategies and programs aimed at improving student behaviors. Many of the new approaches involve partnerships and other collaborative relationships with non-school personnel and organizations in order to utilize the skills and abilities of people in business, industry, community organizations and higher education. The establishment of collaborative education programs is defined by Dr. Kenneth Hoyt, Director of Career Education, U.S. Office of Education, as an effort "in which the parties involved share responsibility and authority for basic policy decision making."

Such collaboration between schools and agencies/organizations/institutions in the private and public sector have resulted in a number of programs which have successfully improved the ability of schools to impart youth with a functional education that equips them with the basic skills required to seek advanced degrees or compete in the labor market.

Role of The National Urban Coalition

The National Urban Coalition is an urban action, advocacy and information organization bringing together business, labor, minorities, elected municipal officials, civic, community and religious leaders to stabilize and revitalize American cities. The Coalition works through a network of thirty-six local affiliates and operates programs in some fifty cities in a variety of areas, to include education, where its expertise ranges from urban and career education to bilingual/bicultural education, right-to-read programs, and school finance reform.

The National Urban Coalition, with its dedication to the improvement of all aspects of urban life, proposed a study to identify, document and finally disseminate information on the success factors of schools which have an established record of successful collaboration between schools and non-school agencies.

It is felt that by so doing, the NUC will assist school districts in finding a way to help youths to achieve a more functional education and explicate those factors which have served to ease postgraduation student entry into the world of work.

PURPOSE OF THE PROJECT

The goal of the project is to identify and investigate four "exemplary" collaborative programs that have successfully involved private and public sector institutions in a partnership with the urban high school. Documentation of these exemplary programs will then be disseminated nationally to encourage the involvement of other public and private sector institutions in the provision of resources for urban schools.

The study will investigate the collaborative process, program outcomes resulting from this process, and the performance of students who have participated in the programs. The specific objectives of the study are to:

- examine costs associated with each project (e.g. "start-up" per-pupil expenditures, personnel/administrative costs, etc.);
- determine the impact/import of collaborative programs in the urban setting, on students in academic, affective and occupational domains;
- describe the educational process, essentials to success and program characteristics operating in these 4 programs;
- to identify those school/business/IHE practices which result in the greatest or greater gains in student transition from school to the primary labor market;
- describe the organizational structures and mechanisms that are designed to facilitate optimum use of community resources in conjunction with those of the public school system;
- examine the effective allocation of responsibility among the collaborators;
- determine those operational techniques which effectively maintain on-going cooperation and collaborations;
- identify the curricular models (including types of school and work experience) that are most effective in meeting the goals of each program; and

- identify the positive changes that have occured in student behaviors that can be attributed to the program.

The four programs selected for the study have been identified as "exemplary" collaborative education projects based on the site selection criteria described in the methodology section of the study, and the Research Plan. The strategies for the design and implementation of these programs are viewed as replicable to other school systems. A brief description of the four exemplary collaborative education programs is presented below:

1. The Arts Magnet Program, Dallas, Texas

Part of the impetus for a changed and more involved role of the business community in Dallas resulted from the Court order to desegregate the public school system. Hundreds of business men and women were involved and coordinated by the Dallas Chamber of Commerce and the Dallas Citizens Council. Because of the support of business and the community, and the leadership provided by school officials, the Dallas desegregation plan was implemented without the violence and hostility found in many other communities. The magnet concept was employed to attract students to city-wide programs aimed at specific career clusters. The Arts Magnet High School is designed to give exploratory but intensive training to young artists in two major areas of study: The Visual Arts, and the Performing Arts.

2. The Regional Occupational Program/S.T.E.P. - Los Angeles, California

This program is administered by the Security Pacific National Bank in a collaborative school partnership through its Skills Training Educational Program (S.T.E.P.). This collaboration involves some eight programs with the Los Angeles School District.

The intention of these programs is to have business involved in the education of urban students. The S.T.E.P. program, run by the Security Pacific Bank (SPB) is a subsidiary of Regional Occupational Programs.

The Regional Occupational Program is a program of decentralized classes for occupational and career training for public high school students in the Los Angeles City Unified School District. ROP classrooms may be found in the high school or working area of a private industrial, commercial, or professional facility, where students from two or more schools receive "hands-on" vocational instruction and practice that is unavailable in regular high schools.

3. The Community High School - Detroit, Michigan

The Detroit Public Schools' Community High School was established to provide a variety of special enrichment courses to supplement regular courses taken by high school students throughout Detroit.

The basic program of the Community High School includes two types of curriculum: (1) courses that center around major ideas, concepts and concerns relevant to the urban setting of Detroit; (2) Citywide courses that are usually not available at the neighborhood school because of a lack of enrollment.

The uniqueness of the Community High School lies in the utilization of the community resources and direct involvement of Wayne State University in the school's operation.

4. The Parkway Program - Philadelphia, Pennsylvania

The Parkway Program was established to provide a variety of academic experiences outside the traditional classroom setting through courses taught by community volunteers, and to enable students to gain knowledge in a specific field as well as develop realistic career choices. The Parkway Program, the original "school without walls," currently enrolls over 1200 students at five separate unit sites.

ORGANIZATION OF THE REPORT

The organization of the study on Collaborative Programs in Urban Schools: Case Studies, is presented in Chapter V.

In this chapter, the background to the study has been presented, including a description of the major issues impacting urban education, the identification of collaborating as a possible solution to those problems, and an overview of the study.

Chapter IV presents the research plan for conducting the study by describing the methodology for data collection and the approach to identifying and documenting the study data.

Chapter V also presents the four individial case studies of the Arts Magnet High School, Community High School, Skills Training Educational Program and the Parkway Program. Each case study includes a discussion of the background and program history (city profile, system profile, brief descriptive summary); general program concept (goals and objectives, nature of collaborative effort); organizational structures and

mechanism profile, (program interface with system, program interface with community and collaborators, staffing patterns, and funding mechanism); program characteristics (curricular model, physical plant), success factors; and characteristics of summary.

Chapter VI presents a summary of findings and conclusions drawn from the case studies of the four programs.

RESEARCH PLAN

Methodology

The methodology for conducting the case studies began with the identification of four exemplary programs through a review of the literature, distributing survey questionnaires to 100 urban school district superintendents and other urban school personnel (with guidance from the National Urban Coalition Advisory Committee). Once the four programs were identified, site visits by two investigators were undertaken to gather data through the review of program documents, observations, interviews and questionnaires. This report documents the programs as case studies and analyzes the various strategies utilized to implement these programs as exemplary collaborative education programs in the high school setting.

Approach

Two phases of activity were involved in conducting the study: Phase I, Planning and Development (February 15 to May 15, 1979) and Phase II, Conduct of Research (June 1, 1979 - March 15, 1980). Exhibit 1 presents the project activity schedule for the study. The following activities comprised Phase I of the study.

1) Identification of Exemplary Collaborative Programs

In order to identify exemplary collaborative programs in urban schools, two initial activities were undertaken. First, a review of the existing literature on collaborative programs of excellence was undertaken followed by the distribution of questionnaires and second, a survey questionnaire to 100 urban school superintendents; representatives of numerous universities located in urban settings; university personnel associates with various urban-related

disciplines; representatives of groups that attended conferences on related concerns; corporate people whose firms have well-known educational interests; and labor representatives whose groups have departments that concern themselves with educational issues. Contact with these key practitioners and researchers was established through the National Urban Coalition network. The survey questionnaire is presented in Appendix 1, and a list of people in the survey universe in presented in Appendix 2.

2) Advisory Committee Meetings

The National Urban Coalition Advisory Committee guided the study effort. The members of this committee are:

Dr. Bernard Watson, Vice President for Academic Affairs at Temple University;

Dr. Frances Chase, Director of the Urban Economic Development Council;

Dr. Lloyd Cooke, Vice Chairman of the Economic Development Council of New York City, Inc;

Dr. Gordon McAndrew, Superintendent of the Gary Public School System; and

Ms. Millicent Woods, Education Director, United States Chamber Of Commerce.

The advisory committee reviewed the project timetable, the research methodology, the process for identifying the research team, and the criteria for site selection. In addition, the advisory committee agreed upon the following assumptions concerning the definition of the collaborative and the identification of "exemplary" programs:

1. Issues concerning collaboration:

   (a) Certain collaborative efforts have brought about improved schooling outcomes

   (b) Collaboration, as an article of faith, is in the best interest of education

   (c) Collaboration may not be a condition of, but can be concomitant of, positive student outcomes.

2. In identifying "exemplary" programs, the outcomes of the programs will first be examined to determine program success, then the exemplary nature of the educational process employed by the programs will be documented.

3) Selection of Study Sites

Once the survey questionnaires were reviewed, more than 100 collaborative programs* were analyzed to identify four program sites that most closely matched the criteria for final selection, as established by the NUC Advisory Committee. These criteria were as follows:

1. The program must involve the collaboration of one or more of the following non-school agencies: business, industry, labor, institutions of higher education, community groups, local government, and service agencies. Collaboration is defined here as encompassing programs in which the parties involved share responsibility and authority for basic decision-making and play an active role in the implementation of the program.

2. The program must be comprehensive in its educational scope and must function as a district operational unit. This means that efforts which involve non-school organizations in limited activities, such as career days or periodic field trips, will not be considered as eligible programs for the purpose of this study.

3. The program must have well-defined program goals which can be used as the basis for assessing program outcomes.

4. The program must be deemed exemplary (i.e. worthy of replication) in that the preliminary analysis, based on the program description, indicates successful achievement of stated program goals.

5. The program must have available the necessary data to support the stated program goals as well as the basic research assumption.

6. The program must have been in existence for at least two years to provide for the collection of more reliable data.

7. The program must be a secondary school program. This will provide a basic element of commonality among the case studies of the program to be studied.

* See Appendix 3

8. The program must have a potential for adaptation, which would encourage other educators and organizations to consider the collaborative model.

In addition to the above criteria, the selection of sites attempted to be representative of all geographical regions of the nation.

Phase II of the report consisted of the on-site research activity and was accomplished from 1979 to 1980. The procedures for conducting the research included two site visits, of about 5 working days each. The purpose of the first site visit was to observe the program, review program records and documentation and to interview key program personnel, including staff, business and community representatives, and students. The interview schedules and questionnaires utilized during the site visit were scheduled to accomplish adequate follow-up information collected during the first visit. A research team consisting of a Principal Investigator and an Assistant Investigator conducted the on-site research.

The case study reports from the findings of the site visits are presented in Chapter V.

EXHIBIT A

SCHEDULE OF ACTIVITIES

Phase I	Project Planning & Development	Feb. 15, 1979-May 15, 1979
Phase II	Research Activities	May 15, 1979-Feb. 15, 1980
	Research Teams Identified	June 1, 1979
	Convene Researchers	June 15, 1979
	Preliminary Research on Site	June 15, 1979-Sept. 1, 1979
	Progress Report	Sept. 15, 1979
	Interviews on Site	Sept. 15, 1979-Oct. 15, 1979
	First Draft Report	Dec. 1, 1979
	Revision of Final Report	Dec. 1, 1979-Feb. 15, 1980
	Printing & Publication	Feb. 15, 1980-March 15, 1980
Phase III	Dissemination	March 15, 1980-Aug. 15, 1980

DALLAS INDEPENDENT SCHOOL DISTRICT (DISD)

ARTS MAGNET HIGH SCHOOL

PROJECT CONTEXT AND TARGET POPULATION PROFILE

Dallas is located in north central Texas. It has an area of 378 square miles with tricontiguous boarders to Fort Worth, Austin and Houston. There has been considerable growth in Dallas over the past decade, and with a population of 895,000, it is currently experiencing one of the most rapid commercial and human growth spurts of any urban center in America. The population is 65 percent Anglo, 24 percent Black and 8 percent Mexican-American.

The Arts Magnet High School (AMHS) opened in the Fall of 1976 as a part of the Dallas Independent School District's (DISD) response to the U.S. District Court decree to desegregate the city's schools. The desegregation plan was conceived by the Educational Task Force of the Dallas Alliance. A committee convened and organized by the Chamber of Commerce and charged with the responsibility of/and making school desegregation proposals. (Refer to Exhibit B for a description of the Dallas Alliance.) The principle elements of the desegregation plan were to:

1. utilize six sub-districts for assignments purposes - each having the approximate racial composition of the city, plus or minus five percent of the DISD, as a whole, with the exception of East Oak Cliff and Seagoville sections;

2. provide a comprehensive program of instruction in every area based on the development needs of young children and the District's Baseline Curriculum Program;

3. establish at least four new senior high magnets in 1976 and a minimum of three additional ones in 1979, as designated by DISD. The DISD was ordered to continue its comprehensive program at existing high school sites, as well as career clusters at Skyline Development Center and similar schools; and

4. establish intermediate school centers in grades 4 through 6 and middle school clusters in grades 7 and 8.

The Skyline Career Development Center, a working program that had been operating successfully since 1971, was chosen as a model for six magnet schools to be developed for the DISD (as part of the plan). The Arts Magnet High School was one of the six magnet schools created as a result of the above-mentioned effort. The AMHS facility is currently housed in a renovated school situated on the fringe of the central business district,

providing ready-surface transportation access to students throughout the district as well as proximity to cultural facilities (and other enrichment activities).

The Magnet Concept

The magnet school program is based on the concept that innovative educational "magnets," situated at strategic points in the city, will attract interested students. The premise is that a student can learn if someone takes the time to push his/her "go button." Another drawing card of the magnet school programs is that the curriculum focuses on specific career fields. Students attend these schools of their own accord and therefore are more willing to take on the responsibility that comes with being a magnet school student. Because students realize their education is functional rather than merely informational they are willing to go the "extra mile."

Meetings were held with respresentatives from the Dallas Chamber of Commerce and DISD to formalize the plans for implementing this requisite to the court order. Over a four-month period, the Chamber's Magnet School Task Forces (made up of business representatives) worked with DISD staff to identify magnet programs, select sites, recruit students, order equipment, hire staff and arrange internships.

Some of Skyline's largest (and more successful) clusters were to be incorporated into the first four schools in order to expedite their opening. The Dallas Chamber of Commerce was selected to coordinate the magnet school task forces, because of its Skyline success record. For Dallas, this was nothing new -- business and professional communities had long been involved with the school district's career education programs and provided advisory assistance to assure program relevancy, employment adaptability/transferability and also assisted the district with its 1971 management study.

Business leaders spearheaded implementation of the first four magnet programs, including the vice-president of Texas Utilities for the Business Transportation and Management Center; the administrator of Baylor Medical Center for the High School for Health Professionals; a representative from Diversified Investment for the arts magnet; and the president of Roger Meir Cadillac for the Transportation Institute. These schools were opened in 1976, on schedule. The two remaining schools opened in 1978 -- the magnet Center for Public Service, Government and Law; and the Human Service Center. The task forces for these magnet schools were also chaired by top ranking officials from the business community.

At present, the vice-president of Sears, Roebuck & Company, the president of Eagle Lincoln-Mercury, and a representative from Neiman-Marcus head the task forces for the Business and

Management Center, the Transportation Institute, and the Arts Magnet High School, respectively. As the president of Sanger-Harris has stated, "The important factor in busienss community involvement with the schools is that the top level of business leadership be committed and informed about the plan and implications for quality education."

GOALS AND/OR OBJECTIVES

Goals of Magnet Schools

Magnet schools are generally committed to providing equal and quality education for all students and to recognize that the dignity, intrinsic value, and uniqueness of each learner and ethnic group are fundamental to this effort. Additional goals and objectives are:

- quality education through experiences that assure student mastery of the basic skills of reading and mathematics;
- equal opportunity for each individual to have the best teachers, equipment, and instructional program within the limits of available funds and resources; and
- cultural pluralism and a proportional and/or representative distribution of ethnic groups through voluntary movement of students to schools where a quality program is offered that is not universally available.

The magnet schools also aim to provide opportunities for the students to:

- select educational alternatives that support personal interests and goals;
- move to schools that provide these alternatives;
- master basic skills;
- develop skills for either an immediate career or further education;
- experience work in a chosen field; and
- utilize counseling and guidance services available.

Goals of the Arts Magnet School

The specific program goals of the Arts Magnet High School are to provide students with the opportunity to:

- enter fine arts careers through entry-level employment and/or further arts-related training;
- experience realistic instruction through which career awareness exploration and preparation are offered through individualized guidance and counseling;
- experience success and gain a positive self-image through a flexible structure that encourages student progress and skill development;
- experience studio and real-world settings as reinforcement to classroom learnings;
- maintain a close working relationship with professionals in each field; and
- profit from educational experiences that are culturally pluralistic.

PROGRAM AND COLLABORATOR(S)/PARTNERSHIP PROFILE

The magnet program is only one aspect of a large-scale development plan known as the "Dallas Plan." It provides quality education for its students, and was prepared under the aegis of the Dallas Alliance (a multi-racial association of business leaders), established and funded by the Dallas Chamber of Commerce. The Career Education Department of the Chamber worked throughout the desegregation plan's initial year and into the summer, in an effort to get local businesses to adopt school, by providing money and staff and by systematically planning for future improvements for the program. (See Exhibit C - Structure of the Chamber of Commerce Education Committee.)

The Dallas Federation of Chambers, initiated in 1976, also supports the work of the school district. The original members of the Federation were the Black, Callas, East Dallas, Mexican-American, North Dallas, Oak Cliff and Pleasant Grove chambers. All issued statements of support for the school program.

Development of the Collaborative Concept

The Dallas Chamber of Commerce realizes that education, like business, has a product: citizens who will live and work in Dallas and contribute to its future. The city's leadership

has always expressed a commitment to provide quality education in Dallas. The Chamber has also realized that to leave the public schools to fend for themselves would have an adverse effect (with far-reaching consequences) on the quality of life in the future. (Table 1 presents the Arts Magnet High School collaborative organization.)

The Chamber of Commerce has made its greatest contribution to the DISD through its career education curriculum, composed of clusters of related occupations. Students can enter or exit the program at a variety of levels. Both college-bound students and graduates headed for the labor force, are assured as a result of their participation, with added (if not better) opportunities to enter an arts-related career area. The business community has left an indelible mark on the educational system in Dallas by providing a variety of learning sites outside the schools and expertise concerning specialized programs through business and professional advisory committees.

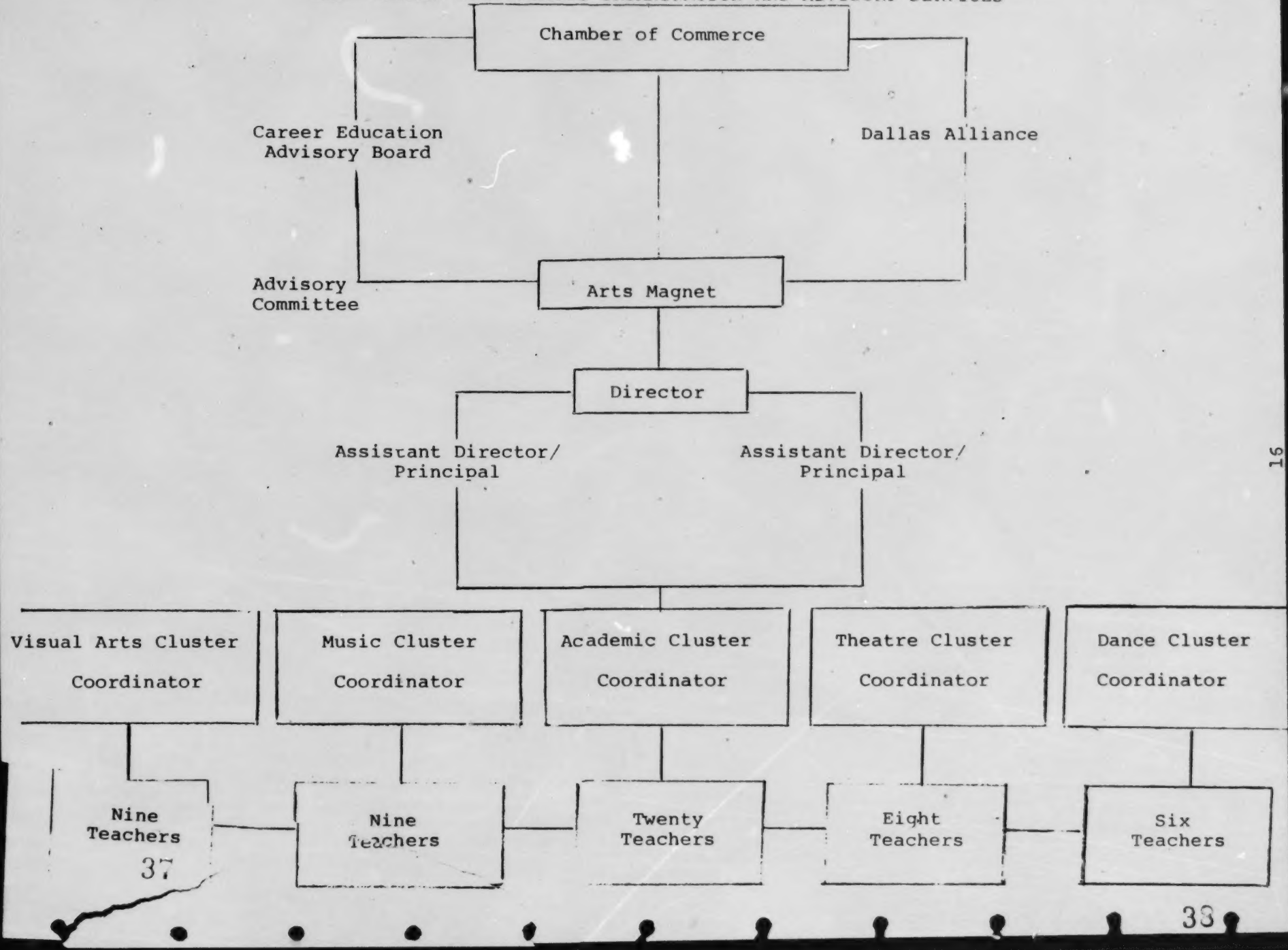
The Career Education Advisory Board Chairman, who later became president of the Dallas Alliance, has stated, "The advisory functions performed by many persons from the business and professional community for career development centers and the magnet school have, in many cases, ensured the success and marketability of the program in the community." This collaboration resulted in the development of the Skyline Science/Technical Center after a School Board issue passed in 1967. When the magnet high schools were established in 1976, they profited from the Skyline experience, as well as from the transfer of several well-developed career clusters.

There are presently 420 persons serving on thirty-nine advisory committees for the six existing magnet programs and development centers. The committees assist with curriculum, provide materials, extend access to resources, speakers, internships, and other assistance as necessary. According to the executive director of the Career Education Advisory Board, "In many instances, the community is able to bring new information on industry trends to bear on what will be taught in the classroom. This often ensures that students coming out of career development centers or magnet school classes have the latest information and training available."

The business and professional persons on the advisory committee provided resources for career education programs, secured donations for equipment and services, developed internships and helped place graduates in jobs. Committee members also kept the school staff informed of the latest trends in their particular industries in order to keep the curriculum current. A key member function is to use professional contacts to provide services to the schools.

TABLE 1

ARTS MAGNET HIGH SCHOOL ORGANIZATION AND ADVISORY SERVICES



A series of special reports, FOCUS, were published in October 1978 to inform Chamber members about organization activities and business contributions to the Dallas Independent School District during the 1977-78 school year. The report included the following accomplishments:

- 101 persons served on magnet school task forces;
- 309 persons served on career development center advisory committees;
- ten persons served on special project task forces to the school district;
- 375 persons served as sponsors for the Talented and Gifted (TAG);
- 190 companies contributed resources to individual schools, and the district-at-large, as part of the Adopt-A-School Program;
- seventy-four companies maintained long-term relationships with "adopted schools" through the Adopt-A-School effort;
- 363 paid internships were created by Dallas businesses for magnet school students;
- 1,411 student jobs were provided through Cooperative Vocational Academic Education;
- 793 student jobs were provided through Distributive Education;
- 133 student jobs were provided through Health Occupation Cooperative Education;
- fifty-two student jobs were provided through Home Economic Cooperative Education;
- 338 student internships were developed through the Talented and Gifted Program; and
- 365 paid internships were created by Dallas businesses for Skyline students.

For a variety of reasons, parents and students traditionally have come to regard vocational education programs as "leftovers" for students who cannot cope with the academics. The superintendent realized the potential problems incumbent with creating a traditional-inclusive vocational school. A key element of career education is that it allows all students to obtain marketable skills while preparing them for higher education. Students who attend Skyline do not specialize in only one area. Instead they have the

opportunity to become familiar with twenty-five groups, or clusters, that stress major industries such as construction, graphics, and transportation. There are advanced mathematics, advanced language, and music clusters, as well as clusters in teaching and clinical psychology. College preparatory courses are also part of the curriculum.

Skyline has the most up-to-date equipment, following the latest industry trends. Teachers' backgrounds are relevant to subject areas. The Center has an Advisory Board that makes sure that the facilities are in order and coordinates career education efforts with business and industrial leaders. When Skyline opened in 1971, the DISD provided the funding necessary for an executive director responsible for acting as liaison between the school district and the City of Dallas.

The Chamber has had a contractual agreement with the school district since 1971. Originally it provided staff support for development and maintenance of career cluster advisory committees in each program area. The Chamber also contracted to draft the structure of the Skyline Advisory Board (Career Education Advisory Board, as it was later renamed) made up of all advisory committee Chairmen. The CEAB is the umbrella organization for all career development center activities and for magnet school advisory committees. Made up of the thirty-seven cluster advisory committee Chairmen, the CEAB meets bi-annually to discuss matters concerning the programs' survival and success.

CLASSROOM OR SCHOOL INFORMATION

Major Program Characteristics

The Arts Magnet High School offers programs in music, dance, drama, and the visual arts, using central business district and community arts facilities and personnel as living laboratories for students who want special training in arts-related fields. Other attractive features of the program are that it enlists the expertise of professionals, and offers students "hands-on" training through internships, (the Program for the Talented and Gifted and volunteer services) which add to, rather than sacrifice, curriculum integrity and continuity.

Structure of the Program

There are four curriculum clusters: Music, Dance, Theatre, and Visual Arts and an academic cluster. Each area is supervised by a "cluster coordinator" and employs from six to twenty teachers. In addition to regular staff, there are a number of paid professionals who are hired on a part-time basis to work with the students. This is considered one of the particularly

unique features of the school and a key to its success. The cluster coordinators meet with the director and principals on a weekly basis, as they do with their individual teacher staffs. Each cluster coordinator is an accomplished professional, and teaches in his or her field, as well as supervising full and part-time staff members.

A description of each of the four clusters and the academic program is presented on the following pages.

Music Cluster

There are 185 full-time and ten part-time students, a coordinator (a composer) and nine teachers in this cluster. There is also part-time staff, made up of practicing professionals in the arts. Students are exposed to all aspects of music study, including theory, history, performance and composition.

Cluster students are provided with a comprehensive program in the various disciplines: vocal, band, piano, guitar, orchestral, and jazz. Elective courses offered include: composition, music theatre, improvisation, music literature, arranging, conducting, aural perception and class instruments. Each music student is required to spend one hour a day in a major ensemble area (vocal orchestral), one hour in comprehensive musicianship (music appreciation, history, theory, etc.), and, (depending on the grade level) one hour in integrated abilities, piano, or an elective.

There is a line item in the budget allowing for part-time professionals to provide private instruction (except in piano). This particular feature is considered one of the program's many success factors. Students are evaluated by audition and can accumulate college credit for their work.

Theatre Cluster

There are 200 full-time and part-time students in the theatre cluster. The program provides them with active experiences, such as writing and staging plays, which stimulates them, rather than allowing passive acceptance of ideas. These experiences provide student's insight into the relationship and importance of a developed self-image to the world of work and leisure around them. The cluster is staffed by a coordinator and eight teachers.

Dallas is rich in opportunities for those interested in a life active in and with the theatre. It is a leader in theatre education and theatre production; it is the third-largest film production center in the United States; and it is a major commercial production location for the television industry. Local opportunities for employment exist in acting, set construction,

costuming, properties, lighting and stage and house management in theatre, film and television. The theatre cluster responds to the individual's needs and those of the community.

Opportunities are provided for students to have practical experiences in play production. Each student has a performance area: mime, drama, or acting and a technical area: make-up, management, sound or lighting. During their first year, students take diction and an introduction to plays and playwrights.

Other courses and their length are as follows:

- Mime and theature movement (six weeks)
- Costume and make-up (twelve weeks)
- Acting (twelve weeks)
- Stage and Craft (twelve weeks)

In addition to exposing students to theatre production from soup to nuts, course offerings and requirements provide students with experience in a variety of areas, thus broadening their postgraduation job choices and opportunities.

Dance Cluster

There are 160 students in the dance cluster. Its curriculum provides opportunities for achieving value-shaping personal life involvement through participation in creative and constructive experiences. The student's in-depth specialized dance education concentrates on ballet and modern techniques. Students also have the opportunity to develop proficiencies in jazz, folk, ethnic, and tap dance. Compositional studies, rhythmic fundamentals, choreography, and dance history are also part of the curriculum. Advanced students may pursue independent study in selected dance-related areas. Throughout high school, the student can acquire technical proficiency, develop creative potential, and learn to understand dance as an art form as well as an academic discipline.

Both faculty and students have access to an extensive collection of slidetapes, 16mm film, filmstrips, periodicals and books as a supplement to the curriculum. Outstanding professional artists from the Dallas dance community are a vital part of the instructional program. Residencies by performing dance companies give the students an opportunity to participate in master classes. Works of locally-and nationally-prominent artists are included in the cluster repertoire.

The coordinator of the cluster has designed the dance curriculum, so as to include techniques of ballet and modern dance, because so many students enter the dance cluster with exposure only to the more popular forms of dance.

Early in the program, students learn the discipline required by dance. As a result, they are able to decide whether their interest is genuine and be of longstanding.

The cluster area is performance-oriented -- 82 out of 160 students performed "in-house" or publicly during 1978. All students must audition, meet deadlines and be evaluated by a panel of faculty members.

This cluster started out as predominantly Black but has changed constantly over the years. In 1976 and 1977 Blacks comprised 70 percent of the enrollment; in 1978, 65 percent--making it more compatible with the racial composition of the city. The cluster is managed by a coordinator and six teachers.

Visual Arts Cluster

The visual arts cluster has 207 students, eighteen of whom are part-time. There are nine teachers and the coordinator. The program's core is the study of the concept of visual arts and its application to painting, drawing, printmaking, pottery, sculpture, jewelry and fibers. Each art form is developed through a variety of expressions. Students explore these concepts and then create and execute designs in the chosen art forms.

The curriculum introduces and teaches basic concepts during the first year to reinforce and open an understanding of them in the following years. The student may take courses in other clusters with faculty guidance and approval, thereby broadening personal experiences without losing pace with the curriculum.

The visual arts program is administered by a coordinator, nine teachers, a resident artist and a number of part-time professionals. Students are brought into contact with locally and nationally-known professional artists who are presently working in their own studios or teaching art cluster classes. The coordinator has hired quality staff -- three teachers have work on display at the Dallas Art Institute; this year's "Artist in Residence" has worked in the Whitney Museum in New York City. Courses include jewelry, sculpture, painting and pottery. Performance is a major requirement. At the beginning of the year, seniors are required to display their portfolios on a weekly basis.

Three or four students show their work in the "gallery" -- a well-lighted bridge -- connecting the new and old wings of the building. Gallery works are open to the criticism of the entire student body, faculty, and local artists. It is the students'

responsibility to display their works to the best possible advantage and design invitations to the official "opening". Field trips for drawing to galleries, the Dallas Museum and local areas are part of the regular activities.

The cluster has an apprenticeship program which has three components:

1. Paid apprenticeships;

2. Non-paid apprenticeships; and

3. Job offers.

Teachers contact industries and companies to develop apprenticeships, with the initial contact made by the Dallas Chamber of Commerce, which then passes the information on to the school.

The Academics

The school has a very sound academic program designed to generate a high level of correlation between the academic and vocational curricula. The academic program coordinator must motivate his staff to stimulate the diverse talents of all students and to assist them in meeting the academic requirements for graduation, higher education or careers in the arts. The curriculum here is similar to those throughout DISD high schools, but it differs in the manner in which it is made to correlate with arts cluster curricula. Discussions with teachers and coordinators in this program indicate that this is achieved in most subject areas.

This program's outlook and atmosphere is totally different from that of the traditional school. Most teachers were recruited from Skyline; others come from other public schools -- most have backgrounds in the arts. Teachers are required to adjust their schedules to accommodate performances and rehearsals. Moreover, if students do not perform academically, they are denied the opportunity to perform artistically. Every week, the vocational faculty presents the names of students who will participate in productions, performance, field trips, etc. to the academic faculty, which provides a system for administering student performance.

The art backgrounds of most academic teachers permit their appreciation of student talents and willingness to be flexible about class scheduling. Students are highly motivated and fully realize that their tenure at the magnet rests as much on academic performance as it does on their performance in the arts clusters.

A vital aspect of the arts magnet curriculum is the course "Integrated Abilities." Created by the director to reflect his own college experience, the course allows students to explore all aspects of the arts and to develop a common vocabulary. The course is based on the premise that everyone is creative and aims at encouraging creative growth. Since creative persons generally are considered mavericks in our society, this course gives credibility to them. Refer to Exhibit D for description of the Integrated Abilities course.

Student Profile

Current school enrolement is 676, which breaks down as follows: 43 percent White, 48 percent Black, and 9 percent Mexican-American. The following table details student characteristics from 1976 to 1980.

TABLE 2

AMHS Student Characteristics for
1976-77, 1977-78 and 1978-79

Characteristic	Academic Year					
	1976-77		1977-78		1978-79	
	N	%	N	%	N	%
SEX						
Female	470	59.2	419	59.8	428	62.2
Male	324	40.8	282	40.2	260	37.8
ETHNICITY						
White	331	41.7	291	41.5	298	43.3
Black	400	50.4	353	50.4	327	47.5
Hispanic	54	6.8	46	6.6	60	8.7
Asian-American	1	0.1	0	0.0	2	0.3
American Indian	2	0.2	2	0.3	1	0.1
Other	6	0.8	9	1.3	0	0.0
FULL/PART-TIME STATUS						
Full-Time	313	39.5	481	68.6	507	73.7
Part-Time	481	60.5	220	31.4	181	26.3
HOME SCHOOL SUBDISTRICT						
Northeast	191	24.1	159	22.7	135	19.6
Northwest	191	24.1	203	29.0	204	29.7
Southeast	50	6.3	35	5.0	39	5.7
Southwest	158	19.9	128	18.1	122	17.7
East Oak Cliff	171	21.5	161	22.9	169	24.6
Seagoville	7	0.9	2	0.2	3	0.4
Tuition Students	26	3.3	12	1.7	14*	2.0
TOTALS	794		701		688	

There is an extensive public relations/recruitment program at the Arts Magnet School. Several staff persons use a variety of techniques, e.g., film strips, talks and tours of the school, to promote and recruit students. The recruitment plan is carried out by trained counselors and a speakers' bureau (made up of counselors, students, and community leaders). Parents and former students are also helpful in this effort.

The recruiting team works on a specific schedule and has eighth and ninth grade students from the Comprehensive High Schools in Dallas as its target population. Arts Magnet students are also drawn from all neighboring communities. They may be either full-time or part-time students. The school also accepts students from twelve schools outside the district. These students are required to attend full-time and pay tuition.

Qualifications for entrance include interest in and demonstrated ability to achieve the goals of the selected program. Every entering student is required to take an academic placement test, developed by the teachers and approved by the Dallas School District. Pre-testing is administered to determine a student's baseline performance and, in April, is readministered to measure his/her gains.

Beginning students take exploratory and preparatory courses within their particular field. Advanced students are required to take skills-development studies, and, where feasible, are offered pre-employment experiences. All academic courses required for high school graduation and college entrance are coordinated with the student's chosen career field. Counseling and guidance for prospective students are coordinated with the district-wide career orientation and recruiting program, and career-field instructors and employers augment district guidance resources.

Students were interviewed on a random basis and questioned about their personal opinion of the school -- twelve seniors, four freshmen. Their comments on the school's functioning were generally positive. Students seemed satisfied with the quality of education they were receiving and were feeling confident about the future.

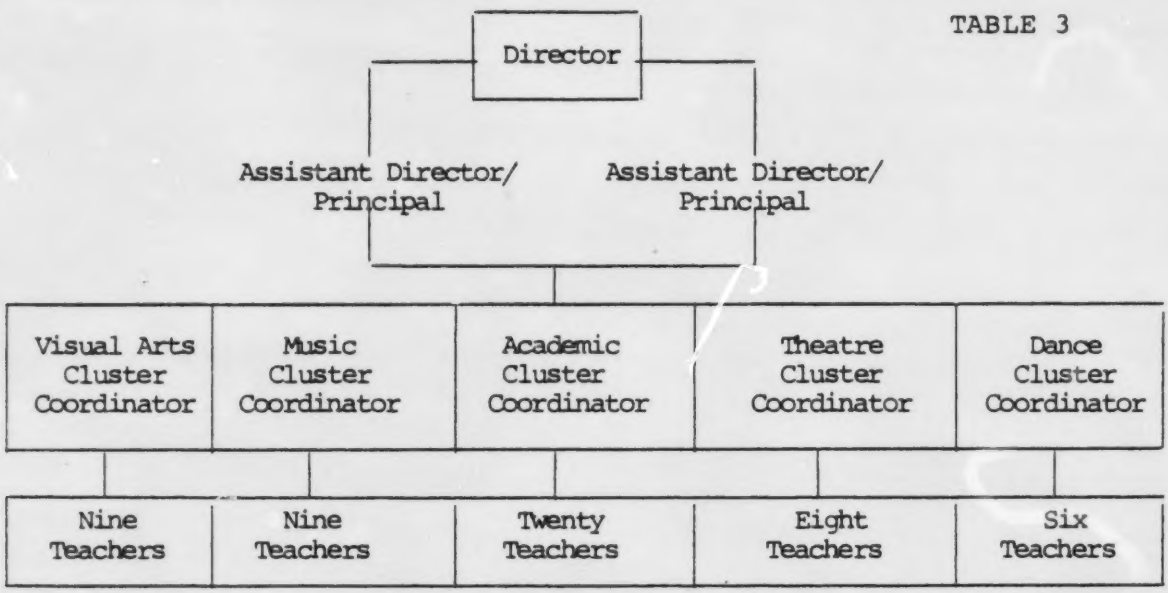
Students have suggested several changes: increased class time, and opportunities to use lunch hour for discovering the surrounding area and to increase activities common to all clusters. Freshmen students suggested that the time-tables be arranged so that academic subjects are scheduled in the morning, art courses in the afternoon. All students felt their personal goals were being met and their horizons broadened and were generally broadened by the program.

Examination of a random sample of student records revealed that approximately eighty-two percent of the students showed higher grades from the first to the third year. Of the first three-year graduating classes, more than 78 percent pursued higher education at either a university or business school, while ten percent were neither studying nor working. Of the remainder, 4 percent were in the Armed Forces, while 8 percent could not be reached. These results substantiate the success of the program and indicate the level of interest that the staff takes in its students.

PROGRAM STAFF

The Arts Magnet School organizational structure is presented in the table below.

TABLE 3



The Director

The Arts Magnet director is described as the school's "spirit." Chosen for his extensive background and experience in the theatre and fine arts and his excellent management skills, he has a highly-successful record as an organizer, teacher and administrator.

For ten years, the director had the idea of an arts school, an idea shared by the then superintendent of schools. In 1976, when the court order provided the means for making the idea a reality he was ready to present the concept. His background and interest in the arts resulted in his appointment (to serve) as director of the Arts Magnet. He also runs the Dallas Theatre Center.

Curriculum emphasis is on the interrelation of each art form. The course objective is to develop students' respect for their peers and to expose them to a wide range of experiences that would better prepare them for the demands of the job market.

The Director is adamant about maintaining this curriculum element and about expanding it so that students begin to realize that art exists in the everyday world. To ensure maximum cooperation of teachers in the academic clusters, he requires them to write formal papers on how their particular disciplines could best be related to each arts cluster.

The Director feels that the success of the Arts Magnet High School can be attributed to the outstanding faculty and budget monies to hire professionals from each area to teach on a part-time basis. He feels that these professionals add a dimension to the staff that allows for flexibility, creativity, and innovation. His own reputation has enhanced the schools credibility.

When asked to discuss his impressions of changes that have occurred over the years, the Director discussed the amount of time he spent at the school in its first year seeing to it that teachers who were ineffective and unwilling to be creative were removed. Today, the school has a team of dedicated teachers and students who fully understand what the school stands for, who know what they expect to get from their time at Arts Magnet and what they must do to achieve those goals.

Principals/Assistant Directors

The two principals who administer the daily operations of the school were chosen because of their arts background as well as their experience as teachers and administrators in the Dallas Independent School District. Their combined efforts have resulted in one of the best organized and most successful schools in the country -- schedules are followed, time is well utilized and good rapport (between the AMHS and LAUSD) is maintained.

The principals cited the following success factors: the availability of professional help; the flexibility of the program, and the total support the school gets from all its collaborators.

Coordinators

The Cluster Coordinators at Arts Magnet are professionals in their fields, who were hired because of their experience and established competence. Three of the four coordinators had an outstanding reputation for their work at the Skyline Development Center and thus, transferred to the Arts Magnet. Coordinators function as teachers as well as supervisors. Their role is to

organize and supervise their particular programs, act as liaison between the director and the teachers, and generally supervise the workings of the cluster.

The coordinators saw themselves as resource persons, moderators, and motivators of creativity. It was their consensus that the school's success was due to several factors: students' exposure to professionals, many staff members' professional standing in the community and a budget that allows for the hiring of part-time specialists in the many disciplines.

The Integrated Abilities course also received high acclaim as one that helped students to define their indentities, clarify their values and begin to develop a philosophy of life. One coordinator saw the very structure of the curriculum as an influence on achievement. Coordinators were also unanimous in their praise of the director's contribution to the program's success.

The academic program coordinator has a somewhat different role from those in vocational clusters. Given the nature of the academics, he feels a responsibility to inspire his teachers to use the diverse talents of students as an integral part of their particular disciplines as well as meeting their academic requirements.

Teachers

Eighty percent of the teachers were interviewed from each cluster. Requirements for their employment were the same as those for other schools in the district. All of them felt that they were working in a unique setting and were highly motivated.

They all agreed that the harmony of the student body and lack of disciplinary problems were the direct result of student compatibility. Teachers felt that the degree and quality of parental involvement with the school was also a parameter of success. When asked "What would you change about the school?" None of the teachers had any suggestions for improvements.

Counselors

There are two full-time counselors on the staff of Arts Magnet who work with students daily to help them follow, without undue problems, their chosen career path. They also maintain records of all aspects of student behavior. An area career counselor works with students from two other magnet schools, spending two days a week at the Arts Magnet. His position is funded by a number of other vocational units. His responsibilities include working with students on career choices, working with the educational board to provide continuous information about Magnet schools to feeder schools, and overseeing the school recruitment program with assistance from school counselors and members of the PTA.

All counselors are responsible for seeing that application deadlines are kept, supervising career interest surveys and arranging field trips to magnet schools when open houses are held. The area career counselor maintains an intensive personal relations program along with an Information Team made up of persons from the Magnet Schools and the Skyline staff. He helps to place students in jobs after graduation and provides information on CETA programs to disadvantaged students who do not plan to go to college.

The counselors were unanimous in their belief that the school was being run successfully. Keys to success that were cited included: the credibility the director gave the school, the school's fusion of professional and educational skills, and the small pupil-teacher ratio. The only areas they identified for improvement were increases in the number of library books and, again, the need for more space.

PARENT AND COMMUNITY INVOLVEMENT

Community Network for Public Education

In order to obtain maximum participation, the type and extent of community involvement in the public schools had to be carefully coordinated. This was provided by the Community Network for Public Education, which is made up of businesses, and serves as the umbrella organization for all activities. Created in 1976, it established channels for discussing and reaching conclusions with a minimum of problems. It was also responsible for the coordination and dissemination of information.

The Network for Public Education's chairman stated, "At first, we invited all parties interested in a peaceful implementation of the court order to a series of meetings. When scores of people showed up representing different constituencies, we felt some kind of structure was needed to provide a framework for the overall effort." The resulting structure was eight task forces representing broad groups from the community, including business, higher private education, organizations/agencies, PTA, realtors, religious leaders, youth services and District Advisory Committees. In spite of different views, they presented a united front in order to achieve their goal -- quality education for students in Dallas public schools.

This diverse group's fusion of ideas was an important ingredient in their campaign. Despite differing interests, concerns, and motivations, peaceful implementation of the desegreation plan was achieved, due to the Network. Support was obtained from a cross-section of the Dallas population; people

were informed; a plan of action was established. Efforts included everything from the Business Task Force distributing information to companies to the PTA Task Force monitoring the first days of school.

All media were utilized, as the slogan, "Keep it Together Dallas," swept the city. Even after the schools' opening in August 1976, community leaders and the school district secured the group's commitment and got (its) support in other areas relevant to school improvement.

Monthly meetings were held to discuss school problems and progress. The group sponsored professional surveys to determine public opinion. In 1978, an eighteen-month public information campaign was carried out to educate the people of Dallas about their school system.

The Network was supported by the school district, which provided staff support for the project. The district also made a contact person available within the DISD administration, as well as ready access to other DISD officials. There is also a contractual agreement between the district and the Chamber of Commerce, which provides Chamber staff support for career education advisory committees, the Adopt-a-School project, and other special projects that involve business assistance for the school district.

The Arts Advisory Committee

This committee currently consists of professional artists and managers as well as prominent Dallas art patrons. As previously stated, selection for membership is made on a yearly basis with recommendations made by school staff and members of the advisory committee, as presently constituted. The Committee's primary role is to advise school staff regarding successful operations and to keep the curriculum up-to-date.

The Career Education program's executive director, a member of the original Alliance, was chosen because of his ability to relate to Mexican-Americans and other ethnic groups, as well as for his expertise in organizing, establishing, and maintaining interaction between the business community and the school. He works closely with all the magnet schools, making weekly visits (to them) to determine their needs, make suggestions, and identify potential sources of financial assistance. He is on call for any requests the schoold may have and finds the job exceedingly rewarding.

The Arts Advisory Committee currently consists of Dallas business and professional leaders, professional artists and managers and permanent Dallas-area art patrons. Each year, the principals, director and coordinators, and members of the current

advisory committee suggest persons to be added, deleted or carried over for the next committee year. A chairperson, selected by the same group has (the) major control over advisory committee member selection.

The primary role of the advisory committee is, as its name implies, to advise the staff and keep curriculum relevant and current. The committee serves as evaluator, advisor, helper, and benefactor by providing students with opportunities to experience meaningful performance and activities through their associations with the Dallas professional arts community.

SOURCES OF PROGRAM FUNDING

Funding

The school is chiefly funded by local sources. It receives the same percentage of state funding as other schools in the Dallas Independent School District, 58 percent of the school's funds are obtained from local taxes, 41 percent from state allocation and 1 percent from other sources. The initial DISD outlay for the Magnet concept's implementation (grades 4-12) was approximately $5.5 million, including: the cost of renovation and/or purchasing buildings, obtaining additional buses, new equipment and disseminating public information on the magnet concept.

For the Arts Magnet, the initial cost was approximately $500,000 for building renovation and $300,000 for new equipment and supplies. Salaries for the full-time staff are budgeted through regular funding sources for the district. In addition, $85,000 is budgeted for part-time professionals. The same ratio of local state funding applies to all salaries -- 58 percent local, 41 percent state and 1 percent other. The donated services of the business community enable the school to receive additional services free of charge. Exhibit E presents the magnet school activities of the business community and related time values for these activities.

No extra funding is required for the ongoing training program conducted at the school. Ten hours of staff development time is mandated by the State Education Agency. Enrollment has remained relatively stable over the years (650-725 students per year). Operational costs have increased in proportion to staff and salary increases. In 1976-77 costs were $1,277,000 for a full year of operations.

Since the Arts Magnet High School is totally funded through local and state budgets, it is expected that the funding will continue indefinitely, with the necessary minor adjustments.

EVALUATION STUDIES

An evaluation of the Arts Magnet High School was conducted during the 1978-1979 academic year by Messrs. Wayne Maples and Wayne R. Murray. The purpose of this evaluation was to collect and disseminate program information to project management as an aid for decision-making. (Also see Exhibit F.)

Two types of data were collected: context data, detailing the characteristics of the students, instructional staff, and facilities; and process data, describing the characteristics and scope of the instructional program, including information on course offerings, classroom activities and curriculum development. A total of 74 classes were visited, and the evaluators had access to the results of three tests administered to the students that year. The tests and number of students administered the test were: The Student Attitude Survey, 402 students (all grades and clusters); The Basic Objectives Assessment Test (BOAT), 589 students system-wide; and The Iowa Tests of Educational Development (ITED); 486 students system-wide.

Highlights of the evaluation results include:

- During the three-year period ending in academic year 1978-79, student enrollment became more female, more full-time, and better ethnically balanced with a higher percentage of Hispanic and White students but with a smaller total enrollment.
- During the three-year period ending in academic year 1978-79, the full-time instructional staff was stable with the exception of a consistent shift towards a White teaching staff (from 63% in 1976-77 to 70% in 1978-79).
- A new wing for the facility was completed in 1977-78; however, crowding was still observed in many classrooms, particularly in the visual arts classes.
- Two new courses were added to the curriculum, Speed Reading and Personal Typing, with five more classes to be added in 1979-80 to strengthen the elective academic course offerings.
- The curriculum for 13 cluster courses were revised during 1978-79 and two new courses were developed.

- The Student Attitude Survey revealed that of the students surveyed: 68% enrolled in AMHS as preparation for a future career; 72% of the students plan to attend AMHS next year; 72% did not use counselors for career counseling; 75% did not use counselors for personal problems; 62% use counselors for school problems; less than 50% felt they did not get enough individual attention from academic teachers (44%), that the academic material was covered too fast (37%), and that they need more help in academics (49%); 91% felt the AMHS program was worthwhile; and cluster course teachers were viewed as interested in students (80%), and spent enough time with them (70%).

- AMHS students scored consistently higher than the DISD students.

SUCCESS FACTORS

Success Factors

Interviews and observations indicate that the success of the Arts Magnet High School program can be attributed to the following factors:

1. The personality of the Director and his dedication to the arts.

2. The priority of art in the Dallas community; it is included in all school curricula and therefore is not foreign to the students. The high school arts program is extensive in Dallas and students see it as an opportunity to do what they desire most.

3. The support received from business and private citizens in the community.

4. The support from the Chamber of Commerce and various committees. The caliber, expertise, and dedication of the persons who serve on the committee is extremely important.

5. The background of the staff and their dedication to the school's philosophy.

6. The support of the PTA and members of the community.

7. The eagerness and commitment of students and teachers.

8. The quality of the curriculum.

These ingredients have helped the Arts Magnet High School to achieve its goal of providing quality education to all its students. From looking at students record, it is obvious that significant educational goals have been achieved. 76 percent of the first enrollees have gone on to some form of higher education (professional or university), while only 10 percent are neither working nor furthering their education. These percentages suggest great success for Arts Magnet's educational program.

There have been gains other than educational ones in the program. A visitor to the school is immediately struck by the interaction between people of varying ethnic backgrounds. This is evident among students and staff members across-the-board. One comment made frequently by the students, is that behavior exhibited at the school is often carried to the outside world. This is an important aspect of collaboration, since in order for there to be successful persons of diverse races and convictions they must be able to rise above barriers of differences for their own good and that of others.

Students have also learned the art of presenting ideas to adults, dealing with people who formerly may have seemed threatening, and of selling themselves and their products. The full spectrum of living skills are indirectly taught to the students.

At the same time, teachers have learned to be more understanding and appreciative of young people and their experience. They quickly realize that young people, like adults, have the potential for making valuable contributions to society.

DALLAS ALLIANCE

Early in 1975, a group of Dallas citizens representing many sectors of the community -- government, industry, social agencies, private enterprise -- met for the first time as the Dallas Alliance.

Its purposes, as stated in the By-Laws are:

... to provide a mechanism for leading and unifying the Dallas community

... to bring about urban solutions through community leadership

... to serve as a catalyst to stimulate unified governmental and private action

... to anticipate and seek resolution of major problems in the community

... to consider, establish and promote community priorities

... to provide coordinated activity, whenever possible, by working through existing organizations in order to accomplish needed change

... to generate more citizen involvement in the community development process

... to move the Dallas community from mere concerns about the urban problems to active programs which are designed to attack them in a comprehensive, coordinated manner

FACT SHEET
DALLAS ALLIANCE

The Dallas Alliance is a non-profit organization composed of a diverse combination of citizens. They include the City Manager of Dallas, the Public Works Director of Dallas County, the President of the Dallas Chamber of Commerce, the Executive Director of Goals for Dallas, the Executive Director of the North Central Texas Council of Governments, the Executive Director of the Community Council of Greater Dallas, and the President of the United Way of Metropolitan Dallas, Inc., as ex-officio members. Other trustees include the Mayor of the City of Dallas, the County Judge of Dallas County, six persons serving in either elected or appointed positions (city, county, state, federal, school district), ten persons from the business and professional communities, with approximately fourteen positions filled by members of the community-at-large and special attention paid to the ethnicity of members so that it reflects the population of the city.

The Dallas Alliance was formed in 1975 to provide a mechanism to solve urban problems through community leadership. The opportunity to activate this mechanism came with the recent desegregation court order for the Dallas Independent School District. A racially balanced task force of the Dallas Alliance was formed and called on by the court to forge a plan for quality education that would be mutually agreeable to the citizens of Dallas -- whether they be black, brown, or white. After months of arduous work, these private citizens devised a plan, presented it to the court, and had it accepted as a basic plan for improvement of the quality of education in Dallas. All segments of the community are working together to implement the education plan. The Dallas Alliance proved that diverse groups, historically at odds with one another on critical issues, can work together and solve their problems.

The Alliance has since turned its attention to two other areas of concern to our community: criminal justice and neighborhood regeneration and maintenance. In the latter area, the objectives are to:

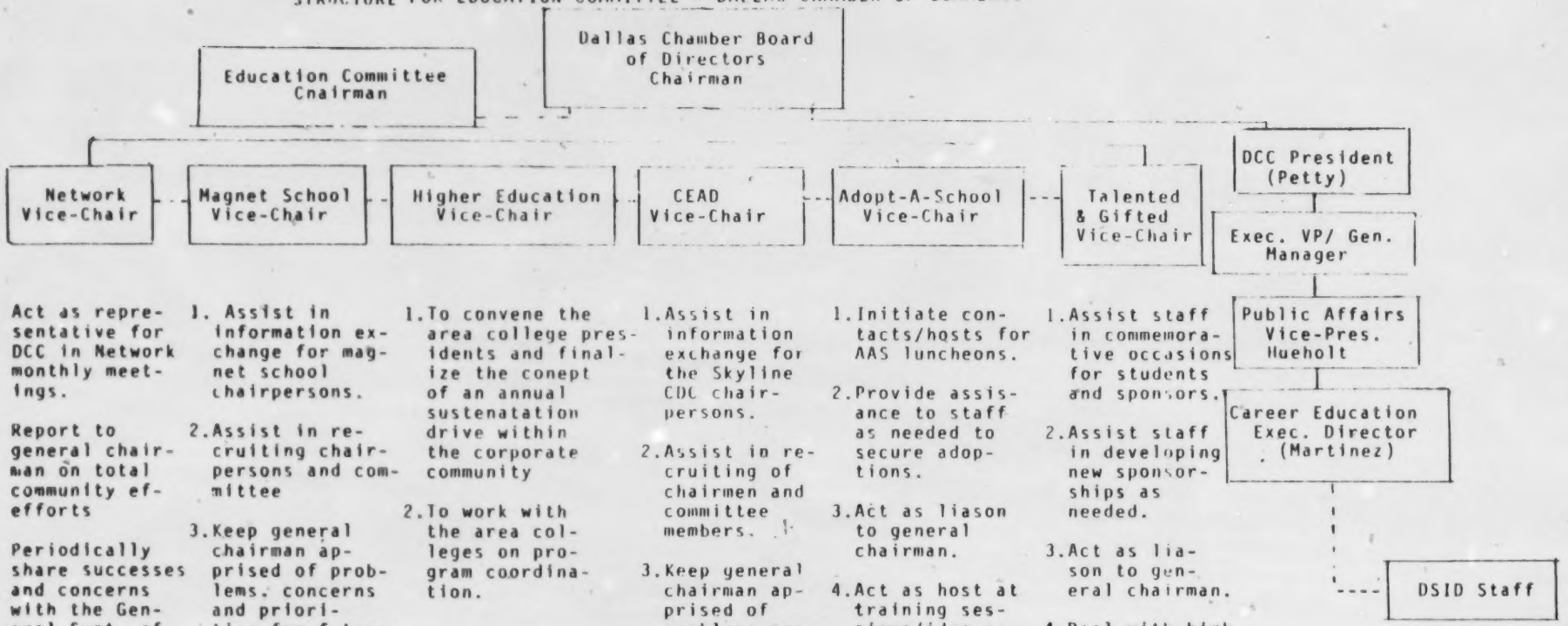
1. stimulate, strengthen and/or create neighborhood organizations, and stimulate and strengthen individual action for the purpose of neighborhood regeneration;

2. promote a comprehensive public and private policy to aid in neighborhood regeneration and maintenance.

The Dallas Alliance's approach stresses self-help and initiative on the part of neighborhoods -- whether as organizations or as individuals. To be sure, once the initiative is shown, a neighborhood or an individual must be assured of a reasonable measure of support from the public and private sectors of the community in order to carry out the regeneration or maintenance of home and neighborhood.

EXHIBIT C

STRUCTURE FOR EDUCATION COMMITTEE - DALLAS CHAMBER OF COMMERCE



Act as representative for DCC in Network monthly meetings.

Report to general chairman on total community efefforts

Periodically share successes and concerns with the General Supt. of Schools.

1. Assist in information exchange for magnet school chairpersons.
2. Assist in recruiting chairpersons and committee
3. Keep general chairman apprised of problems, concerns and priorities for future planning.
4. Assist in coordinating activities for "out-of-town" guests visiting the school district.
5. Meet with school officials to provide input re Magnet School Plans.

1. To convene the area college presidents and finalize the conept of an annual sustenatation drive within the corporate community
2. To work with the area colleges on program coordination.

1. Assist in information exchange for the Skyline CDC chairpersons.
2. Assist in recruiting of chairmen and committee members.
3. Keep general chairman apprised of problems, concerns, efforts and future plans for clusters.
4. Convene CDC chairpersons annually. CDC's include:
   Adamson
   Pinkston
   Spruce
   Skyline

1. Initiate contacts/hosts for AAS luncheons.
2. Provide assisance to staff as needed to secure adoptions.
3. Act as liason to general chairman.
4. Act as host at training sessions/idea exchanges for volunteers.
5. Initiate business education contacts.

1. Assist staff in commemorative occasions for students and sponsors.
2. Assist staff in developing new sponsorships as needed.
3. Act as liason to general chairman.
4. Deal with high school level TAG program only.

Revised 1/25/79

Integration of Abilities is directed toward creative growth. The act of a person creating is the act of a whole being. It is this act rather than the product that makes it good and worthy. In education the creative person with an individual viewpoint has been considered the maverick; through this course, the attempt is made to give credence to just such mavericks. It is based on the idea that every person is creative. It has been developed so the student can get in touch with self and recognize this "antic and serious and silent" process which makes up creativity.

Initially, the students are introduced to the elements of the arts as a way of looking at and organizing the world. They are given meny practical exercises in recognizing and using the elements in everyday experiences as well as in the various art forms. To give credence to this spark of creativity, the course has been designed to help the students first recognize their own natural process of creativity; then be able to verbalize that process. The skills developed in the daily movement and diction exercises encourage the students in (their) verbalizing. They also encourage the students to be more open and outgoing. The course is in part exploring one's individuality; in part teaching sensitivity and awareness as a means of examining the possibilities of human and secular connections; and in part having a hands-on experience with techniques and problems in the individual art areas.

The core of the course involves each student studying a natural object and then expressing the ideas gleaned from it through visual arts, dance, music, and theater. It also stresses the role of heredity and environment in the development of the individual. However, like the growing seed which gathers nourishment from its environment, the students continue to develop their process of living and growing. Instead of just sticking together the elements to form a finished piece, the student's past and present experiences are absorbed and transformed into a meaningful viewpoint. Thus as the seed grows so does the student. The students trace their artistic concept of their individual viewpoint to heredity, experiences and cultural influences. The students note how their points of view have changed and matured and record this in a diary-like autobiography. It is important that the students identify with where they were born. They recreate their childhood play space and draw upon those experiences for individual creative growth. In this manner, the student can see more clearly why he/she functions as a creative individual.

The course offers no ready answer. It merely points the way to an attitude, an approach, and a few techniques. The student of necessity will develop a personal method of achieving creative growth. The course is discovery oriented, not result oriented.

Integration of Abilities is required of all students who enter the Arts Magnet High School.

The goals of Integration of Abilities are to provide the student opportunity to:

Become aware, sensitive, and in touch with self;

Develop a positive self-image;

Integration of Abilities is essentially a teacher implementation plan for instruction. The objectives of the course are written for teachers.

Student progress is reported on the degree to which the student:

1. Participates in experiments with elements used in creative arts.
2. Participates in experiments with art forms through an inanimate object study.
3. Participates in the identity of one's individual creative process.
4. Participates in performing a character based on a rhythm study.
5. Participates in analyzing art elements used in performances.
6. Participates in demonstration of the eight Laban efforts.
7. Participates in demonstration of vocal techniques.
8. Participates in performing scenes that are comic and tragic.
9. Participates in presenting original art work communicating a clear statement.

EXHIBIT E

TOTAL BUSINESS CONTRIBUTION TO DISD

EDUCATIONAL PROGRAMS

(1978-79 School Year)

Total Commitment	$10,407,762.18
Student Employment 1/	10,006,700.86
Adopt-A-School	314,018.00
Career Development Centers 2/	37,571.31
Magnet Schools 2/	49,472.01

1/ Total student employment in cooperative education programs last year was 4,067. Based on records kept by the teachers the students earned the amount shown.

2/ These figures do not include any material resources donated by the committee members of their companies. No non-magnet school budget comparison data available (at this writing).

MAGNET SCHOOLS
COMMITTEE WORK AND RELATED ACTIVITIES

	Committee Meetings			Field Trips			Speakers			Other			Monetary Value
Quarters	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	
Business & Management Center	3	1	3	0	0	0	0	0	0	1	5	1	
Transportation Institute	0	1	0	0	0	0	5	0	2	2	3	1	
Arts Magnet	0	4	2	2	0	0	0	0	0	5	0	0	
Health Magnet	1	2	2	0	2	0	3	2	0	1	2	0	
Public Services Magnet	0	2	2	0	0	0	2	0	1	3	0	1	
Human Services Magnet	0	1	2	0	0	0	0	0	0	1	0	1	
STMS	1	4	13	0	0	0	0	0	0	0	0	0	
TOTAL	44			4			15			27			
Members Time Value[1/] Contribution													$29,784.51
Committee Chairs Time[2/] Value Contribution													$19,687.50
TOTAL MAGNET TIME VALUE CONTRIBUTION													$49,472.01

1/ This figure was calculated as follows: the number of committee meetings or other x the number of hours given for that activity to reach a total number of hours given for that particular activity. This figure was multiplied x the hourly wage of each member involved. For instance, 44 committee meetings x 30 hours per committee meeting = 1,320 hours given in committee meetings, multiplied x the hourly wage of $21.63 = $28,551.60 worth of time for committee meetings.

2/ There are 7 committee chairs, each spent approximately 10 hours per month working on committee activities; a total of 70 hours per month spent by chairs. Working 9 months out of the year the total hours donated by chairs in this period are 630. The total monetary value of this time is calcualted as 630 hours x $31.25 = $19,687.50.

MAGNET SCHOOL FORMULAS

Magnet Members Time Value - based on an average salary of $45,000/year, each member's time is worth $21.63/hour.

Magnet Chairs Time Value - based on an average salary of $65,000/year, each chairs time is worth $31.25/hour.

Committee Meetings - each meeting lasts approximately 2 hours and is attended by approximately 15 people; for each committee meeting held, 30 hours of volunteer time was donated.

Field Trips - each field trip involved one person approximately 3 hours.

Speakers - each speaking engagement involved one person approximately 3 hours.

Evaluation

During the 1978-79 session, the school was assessed by a team of outside evaluators in order to collect and disseminate program information to educational decision makers. The study evaluated students, instructional staff, and facilities, including all students and instructors who were at the school during the first academic quarter with data collected from a total of seventy-four classes during the spring and fall. The Students Attitude Survey (SAS) was administered to 402 students from all grades and clusters; the Basic Objectives Assessment Test (BOAT) to 509 students; and the Iowa Test of Educational Development (ITED) to 489 students system-wide. Areas examined were:

1. student characteristics;

2. instructional staff characteristic and

3. physical facility changes between 1977-78 and 1978-79.

Evaluation results are in Tables 1 and 2. BOAT results showed that Arts Magnet scores were consistently better than the DISD averages. Full-time students surpassed part-time students in all but the tenth grade.

The percentage of full-time Arts Magnet High School students who passed the BOAT was 67 percent for the ninth grade; 81 percent for the tenth grade; 85 percent for the eleventh, and 89 percent for the twelfth. This compares with 52 percent for all DISD ninth graders, for tenth graders, 73 percent; for eleventh graders and 79 percent for twelfth graders.

Summary of ITED Raw Score Means, Standard Deviations, and Percentiles at the AMH and for DISD, Spring 1979

Category	Part-Time				Full-Time				Composite AMHS Scores				All DISD Students			
	N	M	SD	%ile	N	M	SD	%ile	N	M	SD	%ile	N	M	SD	%ile
NINTH GRADE																
Reading Composite	46	31.2	15.3	49	122	38.0	19.8	61	168	36.7	18.8	58	9392	28.6	14.7	39
Language Composite	43	26.9	12.3	42	120	35.4	16.6	55	163	34.0	15.8	53	9227	28.6	13.5	36
Mathematics	50	5.4	3.6	42	121	9.4	6.0	52	171	9.1	5.4	50	9463	8.4	4.6	45
Social Studies	51	11.1	6.0	40	123	17.4	7.5	51	174	16.7	7.2	47	9746	14.5	6.1	32
Science	51	13.5	5.7	42	123	19.1	9.6	51	174	18.3	8.7	48	9772	15.0	7.5	32
Use of Sources	50	14.2	6.7	41	119	18.9	8.8	56	169	18.1	8.3	51	9437	15.3	6.9	38
Total Composite[b]	42	31.4	10.6	43	118	35.8	16.0	54	160	34.9	14.9	51	8920	29.7	12.6	36
TENTH GRADE																
Reading Composite	36	31.2	16.9	61	125	45.0	19.1	67	155	44.2	18.8	65	8239	34.7	18.2	48
Language Composite	33	27.7	13.8	58	124	39.9	15.5	58	154	39.9	15.2	58	8156	33.6	16.0	42
Mathematics	36	10.5	5.9	59	124	12.4	6.5	64	154	12.2	6.4	63	8279	10.0	6.0	51
Social Studies	32	15.7	7.3	45	130	19.3	8.3	53	161	19.0	8.2	52	8496	16.6	7.4	40
Science	32	18.0	8.4	52	130	21.7	10.0	59	161	21.4	9.7	58	8514	17.8	9.2	41
Use of Sources	29	17.0	7.4	57	126	22.1	9.1	64	155	21.7	8.9	63	8239	17.6	8.2	47
Total Composite	29	38.0	12.5	59	120	42.5	15.4	65	149	42.0	14.9	63	7915	34.8	15.3	44
ELEVENTH GRADE																
Reading Composite	24	35.2	22.4	54	123	45.6	20.0	55	147	45.5	20.4	55	6929	40.1	20.4	46
Language Composite	23	27.2	19.5	46	124	38.4	16.1	43	148	38.2	16.7	42	6881	37.7	17.7	41
Mathematics	25	11.4	6.3	54	114	10.7	6.5	51	139	10.8	6.5	51	6948	11.2	6.9	53
Social Studies	25	15.4	8.3	53	126	19.3	9.1	44	151	19.7	9.1	46	7166	18.6	8.9	41
Science	25	17.7	9.8	56	126	20.3	9.7	49	151	21.1	9.6	50	7170	19.9	10.1	45
Use of Sources	25	17.1	10.5	53	118	21.7	8.4	56	143	21.6	8.8	56	6920	20.1	9.1	50
Total Composite	24	34.5	17.8	48	112	39.8	15.5	47	136	39.9	16.0	47	6660	39.0	17.1	45

[a] Percentiles are based on local norms.

[b] Total Composite scale is a standard score based on the Reading Composite, Language Composite, and Mathematics subtests.

Number and Percent of Students Passing the Basic Objectives Assessment Test (BOAT) by Subscale, Grade, and Attendance Status

SUBSCALE	Part-Time		Full-Time		AVHS Composite		DISD Composite	
	Number Tested	% Passing	Number Tested	% Passing	Number Tested	% Passing	Number Tested	% Passing
Ninth Grade								
Consumerism	57	64.9	130	62.3	187	63.1	10076	56.6
Community	57	78.9	130	80.8	187	80.2	10068	61.7
Medical	57	78.9	130	90.0	187	86.6	10048	70.3
Home	57	57.9	130	57.7	187	57.8	10025	46.9
Employment	57	66.7	130	63.1	187	64.2	9955	55.7
Government	57	47.4	130	51.5	187	50.3	9839	38.0
Information Sources	56	60.7	129	53.5	185	55.6	9650	43.8
TOTAL	57	66.7	130	66.9	187	66.8	9641	51.8
Tenth Grade								
Consumerism	33	84.8	131	77.1	164	78.6	9025	69.3
Community	33	90.9	131	91.6	164	91.5	9025	73.4
Medical	33	97.0	131	94.7	164	95.2	9017	79.8
Home	33	72.7	131	74.0	164	73.7	9004	61.0
Employment	33	84.8	131	76.3	164	78.0	8937	68.3
Government	33	69.7	131	67.9	164	68.3	8853	50.1
Information Sources	33	78.8	131	71.0	164	72.6	8726	55.2
TOTAL	33	87.9	131	80.9	164	82.3	8716	65.7
Eleventh Grade								
Consumerism	27	85.2	128	78.9	155	80.0	7695	75.7
Community	27	88.9	128	92.2	155	91.6	7695	80.4
Medical	27	88.9	128	92.2	155	91.6	7691	84.6
Home	27	74.1	128	70.3	155	71.0	7697	66.5
Employment	27	81.5	128	82.0	155	81.9	7651	76.2
Government	27	77.8	128	72.7	155	73.6	7614	59.6
Information Sources	27	70.4	128	65.6	155	66.4	7539	60.4
TOTAL	27	77.8	128	85.2	155	83.2	7539	69.4
Twelfth Grade								
Consumerism	19	84.2	64	87.5	83	86.7	6861	80.4
Community	19	94.7	64	90.6	83	91.5	6859	86.0
Medical	19	84.2	64	95.3	83	92.8	6857	88.5
Home	19	94.7	64	82.8	83	85.5	6850	71.9
Employment	19	78.9	64	90.6	83	87.9	6828	81.8
Government	19	73.7	64	79.7	83	78.3	6776	68.4
Information Sources	19	63.2	64	67.2	83	66.3	6724	66.5
TOTAL	19	84.2	64	89.1	83	88.0	6719	79.1

[a] A "Passing" score on the Basic Objectives Assessment Test means that a student achieved a score of at least 70% correct on the total test. For descriptive purposes this table also includes the percentage of students who scored at least 70% on each subscale.

The performance of Arts Magnet High School students on the ITED was similar to that on the BOAT. Again, Arts Magnet High School students scored consistently higher than the DISD composite and full-time students surpassed part-time students.

LOS ANGELES UNIFIED SCHOOL DISTRICT

REGIONAL OCCUPATIONS CENTERS PROGRAM/
SKILLED TRAINING EDUCATION PROGRAM

THE REGIONAL OCCUPATION CENTERS PROGRAM/(ROP)
SKILLED TRAINING EDUCATION PROGRAM (S.T.E.P.)

PROJECT CONTEXT AND TARGET POPULATION PROFILE

The city of Los Angeles, located in Southern California has a population of approximately 2.9 million. The city's high school system's (LAUSD) FTE for the 1979-80 school year is approximately 541,000, and of this Hispanics, Blacks, Asians and Native Americans represent 72% (389,000+) of the overall school age population. There are 713 school campuses, of which 425 are elementary schools, 75 junior schools, 5 "opportunity," 42 continuation, 27 community adult centers, 21 special education centers and 6 independent sites. In addition, there are 90 child centers and 7 school centers.

The Regional Occupation Program-Skills Training Program (S.T.E.P.)/Security Pacific Bank operates within the Los Angeles United School District.[1]

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[1] The LAUSD also manages and administers 49 senior high schools, 5 occupational centers and 54 magnet-school programs. ROP classes held in the early stages were designated high schools that had specialized equipment and specially-trained instructors. Some ROP classes also were initially housed in private businesses, taught by industry experts using occupation-related equipment and systems.

Los Angeles United School District and the Regional Occupational Centers Program (ROP): A Beginning

Begun in 1966, the ROP, administered by the Security Pacific National Bank offered a limited set of vocational opportunities to LAUSD students[2] (primarily in industrial arts-related activities). Nevertheless, despite the paucity of vocational and occupational program options, the program took one of the many needed first steps toward affirmatively

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2 The high schools of the Los Angeles Unified School District (LAUSD) have traditionally been organized on a comprehensive basis, hence, each has within its walls a self-contained Industrial Educational program unit. Industrial Education is offered to students on two levels: Industrial Arts and Industrial Occupations. With the passage of the YEA (PL88-210), the offerings in the vocational - industrial occupations program more have than doubled.

Each high school district has at least seven shops. However, to meet community needs, some schools have as many as sixteen. It was recognized at the inception of the industrial occupations program, that even at its best, the model had some limitations. These were cost, and the fact that subject-area teachers could not be expected to be certified in all craft areas represented, as a result, even with the new authorizing legislation increased number of shops and skill and craft area opportunities could not be offered to urban youth.

In order to meet more fully the needs of secondary-level urban youth, a program titled "Regional Occupational Program (ROP) (and administered by the Security Pacific National Bank) was introduced as a supplement to the ongoing program, to overcome some of the aforementioned limitations of the LAUSD district high school's Industrial Occupational Programs.

The program was reorganized in July, 1974, and the title was changed to "Regional Occupational Programs" and placed under the operation of the Regional Occupational Programs/ Security Pacific National Bank.

linking business' resources and expertise with a local education agency. Reorganized in July 1974, ROP was expanded to include the S.T.E.P. and offer a variety of business/bank-related experience to urban secondary-level youth in the LAUSD.[3]

S.T.E.P: A History of Involvement

The S.T.E.P. program,[4] a program of collaboration between the Los Angeles Unified School district and the Security Pacific Bank, originated as the brainchild of a LAUSD teacher who insisted that learning business skills (and related methodologies) could best be done in a business environment. That and some incredibly good luck has resulted in a far-reaching program that serves 4,000 students per year in training from clerical skills to data entry.

The philosophical underpinning of the program was articulated as early as 1961, when two academicians (who have become well-known for their work in integrating "experimental" models into traditional settings) discussed the collaborative concept with, the then director of community development for Security Pacific. The bank agreed to pilot a small program to qualify students for supervisory level in banking and business-type jobs. The success of the pilot sparked the banks interest and when an appeal was made in the Fall by the high school teacher to Security

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[3] The ROP was placed under the direct supervision of Security's Regional Occupational Program Centers, Office of the Vice President for Community Economic Development.

[4] Students in this program are seniors and must pass a battery of standardized test that are administered by the bank. They are then provided a structured program which covers all areas of banking. Classes at the bank begin six weeks after the start of the academic school year. This is done to allow the sending or feeder school to cover the basic skills with their students primarily (e.g. typing, mathematics and English) prior to their entry into S.T.E.P.

to continue and expand the program concept.[5] Security agreed wholeheartedly.

Having firmly established the feasibility of the business-school partnership, it was arranged for students to come to the Security Pacific Bank and be routed to a variety of departments (in order) to work and observe bank employees at their stations. It should be interjected here, that full support was

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5 The program's early history reflects SPNB's personal perspective on community involvement. Original impetus for tne collaborative with the LAUSD was solicited by a bank vice president for public affairs. Statewide program involvement became so involved that a full-time director was brought on board. His background was in sales, and he was strongly committed to the program and the collaborative concept.

The Director gave the program form, designing it to serve the interests of the participants. He made sure that instruction was at the appropriate (high school) level, that LAUSD course requirements were met, and that skills learned met state manpower demand forecasts. He sold the program to the LAUSD, based on the eventual marketability of student skills and student access to modern business equipment and technology at minimal cost to the school system. He convinced the LAUSD of the bank's long-range commitment to eventual institutionalization of the program state-wide.

In 1975, the bank's home office moved to its present location in a modern fifty-five story office building. Learning stations were set up, for the Office Careers in Banking students entering in the fall. (The program's growth was attributable to the bank's chairman of the board whose interest led to, among other things, the hiring of a coordinator of educational programs.)

The present director of Community Educational Development came to SPNB in 1976 well-versed in areas of business and education. She had taught high school English for seven years and had worked in the business world, largely in the area of public relations, for seven years prior to joining the bank. In addition to this experience, she brought strong organizational skills to the program and the ability to speak the language of educators as well as corporate executives.

She has expanded SPNB's career and vocational programs from 380 to 4,000 students a year, with the potential for impacting on over 10,000 additional students a year. In addition, she, in cooperations with a team comprised of district and bank personnel, improved the daytime S.T.E.P. classes by developing a (kind of) programmed curriculum called "learning centers" for the students at the bank whereby each student has a set of activities, assigned to carry him/her through the semester.

received and on-going from the LEA superintendent of schools. The program continued from 1971-1975 and was sustained through the efforts of the original district teacher, a public relations employee at the bank, the assistant administrator for occupational programs for the school district and one of the original "volunteer teachers" (see program staff section for detail) from the bank's staff. The program's viability over the years, resulted from the unchecked enthusiasm of the Chairman of the Board and the President of the Bank, each of whom took an active interest in the educational/vocational development of the students. Today, the program has grown to the point that 53% (303.6) of the 573 operating branches of the Security Pacific Bank have like programs for students.

GOALS AND/OR OBJECTIVES

Program Goals

The ROP/S.T.E.P. program goals are to supplement the ongoing LAUSD vocational/occupational program through the provision of special intensive training in specific job-related entry-level skill areas.

The specific objectives of ROP/S.T.E.P. are to:

- teach specific entry-level skills;
- help students obtain gainful employment upon course completion;
- provide a vehicle for student completion of the LAUSD occupations program;
- provide students with the opportunity for "hands-on" skill training;
- provide occupational training through course activities not offered as part of the regular day school program;
- provide students with an opportunity to experience the physical requirements of a work environment;
- provide students with an opportunity to take specific classes not offered in other area high schools;
- provide student with an opportunity to interact with fellow workers, management and other industry personnel; and
- to expose students to the technology and industry related standards of operation.

Classes, organized through the collaboration of industry and labor management advisories, are open to all students -- the only limitations to class participation are student interest and the availability of appropriately equipped facilities.

CLASSROOM AND/OR SCHOOL INFORMATION

Major Program Characteristics

R.O.P.

ROP is a program of decentralized classes for occupational and career training for public high school students in the Los Angeles City Unified School District. (LAUSD). ROP classrooms are found in the high school proper or working areas of private industrial, commercial, or professional workplaces, where students from Los Angeles senior high schools receive "hands-on" vocational instruction and practice that is unavailable at their regular high school.

Students in ROP must be seniors and pass a battery of tests administered by Security Pacific. Once accepted, students follow a structured program in all aspects of banking. Classes at the bank begin six weeks after LAUSD's schools open. (This is done to allow academic content-area teachers at the feeder schools to adequately cover the required basic elementary skill areas (e.g. Mathematics, English, word-processing etc.). Classes are held at the bank four afternoons per week, two hours per day (from 1:00 - 3:00 p.m.). Fridays are spent at the feeder schools in academic, art, music and P.E. courses. (See Exhibit G for LAUSD developed concept paper on the ROP concept).

Project S.T.E.P: The Program

Project S.T.E.P. an adjunct of the ROP, serves seventy school districts, training 2,000 students a year. SPNB-sponsored skills training classes have grown from four entry-level clerical courses and a Saturday teller class to more than eighty classes in seventeen banking and business occupations (e.g. bank teller, banking operations, bank reconciling, proof operator, credit occupations, credit counselor, office careers, data entry, CRT operations and word processing). LAUSD also offers a companion six-hour personal economics module. Additional subject areas are offered as needs arise.

S.T.E.P. has two components:

(1) evening and Saturday classes conducted at SPNB branch offices or service centers (such as the headquarters, bank card center and the computer center) by SPNB employees who have received certification from the school system and the California State Department of Education to teach part-time,

and (2) six weeks of morning preparatory instruction in in banking procedures and operations.

Full-time district teachers are responsible for preparing students for their "hands-on" experiences at the bank and for providing follow-up classes on Fridays in the traditional classroom settings of the feeder schools.[6] Supervisors at SPNB are called "volunteer teachers." They donate a portion of their workday to the program and are both encouraged and compensated by the bank. They instruct students in general business procedures, answer any questions, and instruct and inform them about specific job roles and equipment operation.

Activities relevant to the particular department in which the student is working are accompanied by a set of questions which the student is expected to ask the volunteer teacher. This kind of curriculum structure has been in operation for the past three years. This SPNB learning center model is being used by seven other companies operating LAUSD clerical daytime ROP classes.

Tasks at the learning centers to be mastered by participating students include:

1. Typing: Activities include letters, envelopes, memos, checks, labels, etc., on IBM electric typewriters;

2. Using the telephone and receiving callers: Activities include answering, placing and transferring calls;

3. Processing mail: Activities include picking up, sorting, distributing, collecting and preparing outgoing mail;

4. Reproducing and assembling printed material: Activities include duplicating, collecting and preparing outgoing mail;

5. Accounting: Activities include balancing listing tapes, locating check disbursement, listing errors, and preparing voucher checks for general expenses;

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[6] This component of the program, can be likened to an apprenticeship (of sorts) where students work side-by-side with the volunteer teacher at his/her station at the bank.

6. Ordering and inventorying: Activities include controlling inventory, ordering supplies, etc; and

7. Filing: Alphabetic, numeric, subject, geographic chronologic, tickler (including coding, sorting, retrieving, etc.)*

The bank reports total number of hours students have completed and the grade earned. Based on this information, the sending school decides how many credits accrue to the student. This system may vary among schools. The bank also submits final reports on the students' progress.

At the conclusion of the course, each student is given a letter from the bank detailing what was done and how well it was accomplished. (This letter is very important to students, because it serves as a letter of reference for those who seek employment at places other than Security Pacific Bank.)

It is important to note, at this juncture, that students are always accompanied to the bank by their classroom teacher. This is done because certified LAUSD instructional staff personnel must accompany students during off-campus activities and secondly because it serves to emphasize the collaborative relationship between the school and bank. (In addition, if any problem arises the teacher is always present.)

STUDENTS

Senior students are drawn from all LAUSD schools. The LAUSD has public relation recruitment drives for the students and also disseminates materials detailing program specifics. Screening of students is done by the career counselor and also by the bank. The teacher conducts the final phase of the interview and screening of the students. This ensures that students who are accepted into the program have met with program staff and have sufficiently demonstrated interest in joining the program. (In addition to the interview phase, all students accepted must achieve "passing" scores on the bank's basic mathematics and English tests.

With acceptance into the program,[7] students must sign a

*Authors (at this writing) could not determine if students were compensated for time spent at the learning center.

[7]Currently, there are 173 students in S.T.E.P. courses at 37 Security Pacific Bank offices in the LAUSD. (See Exhibit H for student discussion of experiences.)

Guest Bond and are considered employees of the bank while they are there. They then work with cash at the teller windows and use the bank records in other aspects of their program. Students are given liability coverage which is provided by the district during the student's tenure in the program. They must also abide by the dress code established by the bank and must adhere to company time-in/time-out requirements. Failure to do this results in students being dropped from the program. These conditions are clearly understood by the bank personnel, teachers and the students prior to the beginning of each program cycle.

PROGRAM PARTNERSHIP PROFILE

The Security Pacific/LAUSD partnership illustrates graphically how business', committed to community development (and not just profit margins) can collaborate to meet the skills training and education needs of students and society at large.*

Overview of the Bank's Involvement in Education

For over a decade SPNB has participated in California Community Educational Development programs. The bank sees education as one of the primary avenues through which it can make a significant contribution to community and society. It operates several educational programs, the largest of which is the Skills Training Educational Program (Project S.T.E.P.) -- classes for which the bank provides all the training. Other programs run by SPNB are the Regional Occupational Program (ROP), Exploratory Work Experience Education (EWEE), Cooperative Education (COOP) and General Work Experience Education (GWEE). (See Exhibit I for a complete listing and description of each program). SPNB serves over 171 California school districts, through its community Educational Development Division. Programs are managed by a director of Community Education Development and full-time assistant. The majority of S.T.E.P. students are drawn from the Los Angeles Unified School District (LAUSD).

The Director's Perspectives on Community Education

The bank's present Director of Community Educational Development came to the program with good educational experience and credentials. A well-organized individual, she has taken advantage of every opportunity to increase her knowledge of bank operations and teacher and student needs.

To recruit teachers, she posts job openings on company bulletin boards, in the bank's in-house publication, and

* See Exhibit J for Organizational Chart of Collaboration

disseminates a recruitment flyer listing job prerequisites (SPNB) and responsibilities as well as basic information. All interested candidates are interviewed to assure that they understand the scope of teacher responsibility. Qualities sought include good job performance, a general appearance that would provide students with a good role model, and a sincere desire to serve young people.

At the beginning of the school year, she convenes a "faculty meeting" to train Project S.T.E.P. teachers, set a "tone" of learning, and generally generate enthusiasm. Conversely, she has structured the students' experience into an organized learning center curriculum (see also, learning station Master List)*. At the end of the school year, SPNB's volunteers are given a breakfast in the bank's executive dining room attended by the bank president. Teachers receive goldplated "Big Apple" awards, inscribed to recognize their contributions and dedication.

The Community Educational Development Director has received several national awards for her work in the SPNB S.T.E.P. program. They include the Public Relations Society of America's award, the Silver Anvil, and the Award of Merit from the American Vocational Association. It is her opinion, that the continued success of the program involves assuring management that the program will not adversely affect productivity, that security risks will not be higher than with regular employees and that the school district will assume liability for any student precipitated mishaps.

The director's greatest challenge was to sell the program to each management level (department, branch, etc;) and elicit their support. The support of the bank's chairman of the board and its executive level administrators has been critical in this regard. Because of management turnover, the selling of the program has been continuous effort. The director feels it is important to anticipate management trepidations (i.e.STEP) and to be prepared to deal with them. The greatest program selling feature has been its potential for providing a large pool of trained professional employees. (It should be noted, that once a particular department has had a successful experience with a student, the program often sells itself).

Discussions with the director identified liability and security as the bank's main concerns. Once legal experts advised management that it would be no more liable for students than with a regular-hire employee, full bank support ensued.

* See Exhibit K

From the director's point of view, the following are program success factors:

1. ability to continuously sell the program to SPNB ment and senior-level LAUSD personnel;

2. frank and open communication with all participants;

3. securing assistance from any and all eligible professionals willing to "volunteer";

4. accepting advice and opinions from interest groups; and

5. the ability to predict potential program problem areas and subsequently provide the appropriate remedies.

Top Management Perspectives

The chairman of the board of SPNB is fully dedicated to the program which he spearheaded, by making contact with other top management people. As a National Alliance of Business affiliate member and its former President, he has direct access to key persons in the business world -- which has been of assistance in obtaining and maintaining program support. His contacts combined with his personal commitment to the program, have been immeasureable. He believes in the program and sees it as one of the quickest ways of solving some of the ills of urban education.

He does not time date the project, seeing it as an open-ended effort. The chairman cited the following as critical success factors: (1) total commitment; (2) provision of financial and other support; and (3) involving the "right" people.

Similar sentiments were expressed by the bank's executive vice president. He described the bank's program as one in which "everybody wins". According to this vice president, students/teachers/and Security Pacific "win" by:

- Students -- through the acquisitions of tangible vocational skills that make them immediately employable.

- Bank teachers -- by earning some extra income, as well as enriching their personal development.

- The Bank -- through access to trained potential employees with usable skills.

The executive vice president supports the program through various activities. He holds informal discussions and interacts with teachers through classroom visits and meetings with students, supervises his staff to assure that they follow-through and recruits qualified students for the program. He attends classes to understand students-teachers and their problems, and their reasons for participating in the program, and their expectations. He also maintains relations with key school district personnel in order to share and up-date them on program operations.

The executive vice president stressed the need for a collegial relationship with the school district, emphasizing that, "You cannot be superficial; you must believe in the program." He noted that the training given to the employee "teachers" was an integral part of making the program operate smoothly. Furthermore, recognizing bank participants in a tangible, public way has not only helped the program work but also has made employees feel positive about their company.

He stressed the value of having LAUSD personnel recruit the persons in the coordinator/liaison positions. Besides these major participants in the program, there are others without whom the program could not operate,(and where should responsibility and mindsets between LAUSD and Security Pacific around hiring must be formalized): the Director of Community Educational Development for the bank, and the Assistant Administrative Coordinator of Regional Occupational Programs and Centers for the school district. Everyone interviewed pointed to these two positions as primary contributors to program success.

When asked what he would suggest to companies who wish to take on a similar venture, the executive vice president suggested that it was critical for their top management to understand and support the programs goal of school-non-school sharing responsibility for program operation and continuity. He underlined the necessity for corporate visibility, i.e., class visits, communication with students and teachers and encouragement of personnel in the recruitment of graduates.

Active involvement and genuine interest in people were high on his list of priorities, along with development of a close working relationship with the educational coordinator -- these factors helped to support him among his colleagues. Follow-up memos to colleagues also facilitated cooperation and assistance from top management.

The establishment of a good relationship with the school district through its liaison person was also considered important. He felt that both the company and the LEA

should be clear on program goals, objectives and priorities in order to avoid conflicting expectations. Most important, in his opinion, however, is the total commitment of top management, its belief in the program's value and its unqualified commitment to continued implementation and expansion.

Teachers

Project S.T.E.P. has more than seventy teachers who "wear two hats" -- as bank employees, and as teachers. They must receive a California Designated Teaching Certificate from the school district through the State Department of Education, as well as take a course in Techniques of Teaching. Teachers are recruited in a variety of ways -- through personal contact, referrals and in-house ads, and must demonstrate and commit themselves to total involvement with students and to the collaborative model concept.

Criteria for Selecting Teachers - (See Exhibit L)

All teachers are interviewed by the directors, who also wears the hat of a Security Pacific assistant vice president. Teachers must meet LAUSD certification requirements and be able to show they are time-flexible, since class hours vary (e.g. six hours on Saturday, evenings, etc.). They must also be able to actively relate to the students and serve as role models.

Qualifications

A Project S.T.E.P. teacher must be a high school graduate and have at least five years of full-time experience in the subject area. College graduates only need three years of related full-time experience.

S.T.E.P. teachers are given a Teachers' Handbook designed to help them understand and execute Project S.T.E.P. methods and procedures. The handbook provides a step-by-step description of their duties and covers such issues as dress, punctuality, teacher role, discipline and student behavior and rules for the classroom.

Teachers are given carte blanche to try out their own ideas, a key in sustaining teacher interest in the program. Most teachers treated their students as professional employees, expecting a good product from assigned tasks, and often were very impressed with the students' professionalism. Teachers showed a genuine personal interest in helping students learn all they could before they sought jobs - (e.g. how

to look through classified ads, prepare for an interview, and how to respond to personal questions during the interview).

Teachers felt that at the beginning of the year "faculty meeting" provides a real incentive for good job performance and helped to generate new ideas and attitudes. One of the teachers interviewed was the first Project S.T.E.P. teacher. Her involvement began four years ago and her teller class became a prototype for most of the classes that followed.

LEA Participants

The Assistant Administrative Coordinator/Regional Occupational Centers and Programs for the Los Angeles Unified School District is experienced in education and has had some business exposure. His responsibilities include coordinating all district programs involving collaboration with the business community, including SPNB. He is also responsible for making sure that the schools understand program recruitment and placement. He is also responsible for dissemination of all information about the program.

The coordinator attributes program success to the quality and caliber of its partnership participants (i.e. LEA and Security Pacific) and feels that program operators must be aware of all program aspects and maintain communication across the board to ensure successful operation.

Principals

Meetings with principals of the feeder schools for the daytime Office Careers in Banking classes revealed that they are also totally committed to and satisfied with the program. The principals saw the bank as totally involved in the program, illustrated by the way it selects both the personnel and students and the specific care taken to plan the program and prepare teachers and students.

The concensus of the principals sampled was that students have benefited tremendously from their experiences at the bank, reflected in personality changes, (e.g., self-confidence,) and a seriousness about the world of work. Similarly, principals indicated that apart from ensuring that students and teachers get all the support they need, it is not necessary for them to be involved in the day-to-day aspects of the program, and that strict scrutiny of program operations is not currently unwarranted.

The only concern voiced by the principals was the length of time students were required to spend traveling for daytime classes, and felt that this detracted from student classroom time at feeder schools.

Counselors

LAUSD career counselors, when interviewed, explained that once the students are enrolled in the program, they do not keep in close contact with them. However, they were so satisfied with the program that they cite a bank slogan to sum up their feelings, "It's the Bank you don't have to think about."

In discussing program success factors the counselors cited total commitment from bank management and its corporate structure. They also felt student self-image was improved with participation in the program. Most saw development of skills as a primary benefit, followed closely by student exposure to the downtown business world and to the plethora of job opportunities. They also noted that the bank actively offers large numbers of students employment opportunities and, therefore, no recruitment and retention problems exist.

PARENT AND COMMUNITY INVOLVEMENT

At this writing, the authors were unable to determine the extent or degree of parental and/or community involvement in either the design or implementation phase(s) of the S.T.E.P./LAUSD collaborative.

SOURCES OF FUNDING

The cost of operating project S.T.E.P. cannot be defined in terms of actual dollars spent, because the bank's in-kind contributions are significant, (e.g. staff, materials, facilities etc). As a result, the LEA pick-up portion is reduced substantially. Classes are sponsored by various bank divisions, which provide materials and supplies. (The major costs accrued to the bank are the salaries of the director and her assistant. Major LEA line-item costs are those that cover salaries of the teachers who work beyond their regular work hours or schedules.

Initially, the Vocational Education Act (VEA-PL 95-560) monies were used to fund positions to develop classes in business and industry. Then, in 1966-67, legislation was passed establishing the Regional Occupational Programs, which are now a part of the LAUSD and funded by the LAUSD and other public revenue sources.

EVALUATION STUDIES

Evaluation

Todate, no formative or summative program evaluations has been conducted by Security Pacific. Currently, baseline student profile data is being collected for purposes of assessing program gain, student achievement/placement statistics, etc.

SUCCESS FACTORS

Success Factors

Based on discussions and observations, it can be concluded that the success of the bank's program is due to a number of factors:

1. Willingness of top management officials to take the risk of having young people learn in the bank;

2. Dedication of participants and their interest in the students;

3. Students' motivation and interest;

4. Open lines of communication across-the-board between the LEA and Security Pacific; and

5. Security Pacific track-record for employing S.T.E.P. graduates in SPNB offices.

Conversations with former students indicated that, apart from acquiring specific marketable skills, they have also acquired the behavior skills and principles required of those who work in the business world. Every student interviewed "sold" themselves immediately through a direct, articulate and informed presentation of themselves. Through their interaction with top management bank executives, students have been able to overcome their insecurities about and with authority figures. Similarly, the executives have had an opportunity to work with young people and learned to understand some of their fears, problems they face and the potential of S.T.E.P. graduates "to roll over" into and succeed in positions secured at SPNB.

EXHIBIT G

LOS ANGELES UNIFIED SCHOOL DISTRICT

REGIONAL OCCUPATIONAL PROGRAMS
COMMUNITY CLASSROOM CONCEPT

The roles of business, industry and education are changing and expanding to meet the ever-changing needs of the economic climate.

Rising costs of living, increased business costs, education costs, high unemployment and unskilled labor are all concerns we must address.

The development of a partnership between business, industry and educators for the purpose of helping students train for unfilled jobs is one way to meet these concerns.

I. What Businesses Can Participate In This Program?

Businesses that have an identifiable employment need and have the physical facilities to provide a training location for 15-20 students may be considered for participation. Training must be provided in an identifiable occupational area that requires at least 70-180 hours of training for proficiency.

The company must have the expressed interest in providing skill training experiences to students.

II. Who Benefits From Participation In This Program?

Everyone benefits! Business and industry has a vested interest in the economic and social health of the community it serves.

Most urban cities are in a period of population and social transition and must make every effort to reach and employ people from the surrounding community.

Specific benefits to business and industry include the development of a source of trained manpower, an approach to meeting affirmative action goals, meeting commitments to the community, the development of a better understanding of minority students, and an economical training program.

School districts benefit by providing additional career education courses and additional educational opportunities to students. Also, sophisticated, expensive facilities and equipment are made available to the district and students at no cost. An integrated program with a mixture of all races and ethnic groups, helps the district to achieve its integration goals.

Students benefit by preparing for identified demand occupations which will allow them to be employable on a part-or full-time basis. Experiences obtained in this program are a real asset that sets the students one step in front of other prospective employees.

Other student based outcomes include:

Students are able to relate specific school-based instruction to the world of work.

Students recognize the need for certain school-based instruction as it relates to their career training.

Students learn that the large, cold, ominous-looking business or industrial plant is actually made up of warm, friendly people internally.

Students experience a realistic environment, employee cooperation, behavioral attitudes, dress standards, etc.

Minority students see minority people in supervision, administration, and other well-advanced positions of responsibility.

School employees (certificated teachers) learn new skills which they take back to the classroom and subsequently to the school-based curriculum.

Scholarships have been initiated by business and industry organizations for deserving young people in the program.

III. What Are The Steps Necessary In Initiating Such Programs?

There is a natural tendency on the part of administrative personnel to be reluctant to sponsor a program that may be disruptive to normal business operations.

Start-up details are handled by district staff in conjunction with first-line staff; such as, personnel directors, affirmative action supervisors or plant managers.

Specific Steps include:

1. Development of an agreement of liabilities and services for the company and the Board.

2. Safety inspection of the facility (at district expense).

3. District Board approval of the agreement.

4. Development of a course outline.

5. Assemble instructional materials.

6. Designate instructors.

7. Recruit/screen students.

8. Initiate class.

EXHIBIT H

S.T.E.P. STUDENTS EXPERIENCE PROFILES

Students

In an effort to get an objective picture of student-observations of the program, discussions were held with a number of current and former students.

Current students described their experiences at the learning stations, expressing enthusiasm about their teachers and curriculum. Respondents were articulate and poised, an obvious benefit of the program.

When asked how they had learned of the program, they responded that they had heard of it from friends who had previously participated, or from their career counselors. Of the students interviewed, all said they would recommend the program to their friends. Each expressed a desire and/or intention to go a four-year college and major in business.

Seven former students were interviewed and their responses showed how successful the program really is. Two had graduated from high school in 1972, in 1976 and one in June 1979. The only expression of dissatisfaction came from the 1979 graduate who said her career counselor had recommended the course because she had completed her high school course load and needed credits to fill out the final semester before graduation. Prior to taking the course, she had an interest in banking. Although she enjoyed the exposure and valued the experience, the experience did not meet her expectations -- having anticipated sharing more of the work responsibilities of her volunteer teacher (an executive secretary). She had, in fact, learned more about clerical procedures, proper use of the telephone, filing, etc. as part of her participation. In spite of her mild disappointment, she recommended the course to her sister and was grateful for the program which facilitated her employment with bank. She is presently taking college business courses and has not made any future career decisions.

The one male in the group graduated from Belmont High School, and the program, in 1972. He is presently employed as a computer console operator in the Check Distribution division of Security Pacific's home office. He graduated with a B.S. in business and has had several offers, both in-house and from other corporations. He enjoys his present job, and plans to remain in it for a while, crediting the course he took seven years ago for setting the path he had taken in his life.

He was the only male in the office procedure class in his senior year and he seriously considered dropping it. His teacher encouraged him to stay at least long enough to see what it was like, because she felt it would be an excellent opportunity for him to explore a career option he may not have previously considered. He enjoyed the courses so much that he stayed many days to work after hours and even sacrificed his membership on the high school track and field team. Before completing the course, he inquired about the possibility of working part-time at the bank while he was in college. He was given a job then, and graduated with a major in accounting. He feels opportunities for advancement are good within his department.

The four 1976 graduates all felt they owed their jobs to the program. They expressed similar satisfaction about the skills they acquired, the exposure they received and interaction with the volunteer teachers. Most had enrolled in the program through their career counselors and were eager to recommend it to other students. One even said she would be willing to participate in a recruitment campaign. They enjoyed the class and numerous advantages such as learning good organizational skills, proper office attire and demeanor, and becoming comfortable in the business world.

Only one of the graduates decided on a career other than banking. She works part-time at the bank and is enrolled full-time in college, majoring in education. She had had a variety of work experiences with the Board of Education and as a part-time sales person. She felt that the bank gave her insight into the business world, and that her work has helped her pay her way through college.

EXHIBIT I

COMMUNITY EDUCATIONAL DEVELOPMENT

PROGRAMS AT SECURITY PACIFIC BANK

PROGRAM	AGE OF STUDENTS	DESCRIPTION OF PROGRAM	BANK'S POSITION ON PROGRAM
Project STEP The Bank's Skills Training Educational Program	High School Seniors and Adults	70 job training classes in 17 skill areas taught by bank employees in bank facilities using bank equipment and training materials.	Bank Supports Project STEP as the most beneficial educational program for recruiting purposes. Teachers recommend best students for employment. Recruiters contact recommended students and set up interviews. Other students apply at bank in regular way. Over 2,000 students are trained each year in STEP classes.
Regional Occupational Program (ROP)	High School usually seniors, and adults	Students come into banking offices for on-the-job training from classes sponsored by Regional Occupational Programs. Students come from bank teller and banking occupational classes.	Bank has supported this program for nearly a decade as an excellent source of new hires for the banking office system who have already had on-the-job training. Nearly 200 banking offices trained over 600 ROP students during the 1977-78 school year.
Exploratory Work Experience Education (EWEE)	High School Students, usually younger than ROP students	Students explore banking careers in banking offices to see if banking interests them as a career .	General support; however, since students are usually younger, not as good a source of potential employees. Banking offices usually prefer ROP. During the usually prefer ROP. During the 1977-78 school year, 99 EWEE students explored 43 bank offices.

COMMUNITY EDUCATIONAL DEVELOPMENT PROGRAMS AT SECURITY PACIFIC BANK

PROGRAM	AGE OF STUDENTS	DESCRIPTION OF PROGRAM	BANK'S POSITION ON PROGRAM
General Work Experience Education (work experience)	High School students with work permits	Students work part-time for the bank and receive school credit or work experience.	Some support. Good source of part-time help in banking offices. During 1977-78 school year, 31 students were hired part-time in 22 banking offices.
College & University Internships	College & University Students	Usually nonpaid programs designed around special research projects developed to meet the needs of the students and the bank.	Some support. Internships have been granted to exceptional students the bank would ultimately like to employ. Number of students is minimal and scattered throughout bank.
Cooperative Education	Community College and University Students. Also can be full-time bank employees going to college at night and receiving credit for work experience.	Some paid work experience programs. Some nonpaid internship programs.	Little support. Bank's major commitment is toward programs which prepares students for entry-level jobs. During 1977-78 school year, 12 cooperative students were trained in 8 banking offices.
CETA (Comprehensive Employment Training Act)	High School Students and Adults	Programs vary depending upon age of students and purpose. Usually, bank provides training and CETA pays students while they learn. It is hoped the bank will hire students upon completion of program.	No support except on individual basis. Bank has participated in CETA programs in the past with little success. Prefers other programs to this one due to success potential of students.

EXHIBIT J

THE COLLABORATORS

LAUSD AND SECURITY PACIFIC NATIONAL BANK
ORGANIZATIONAL CHART OF COLLABORATION

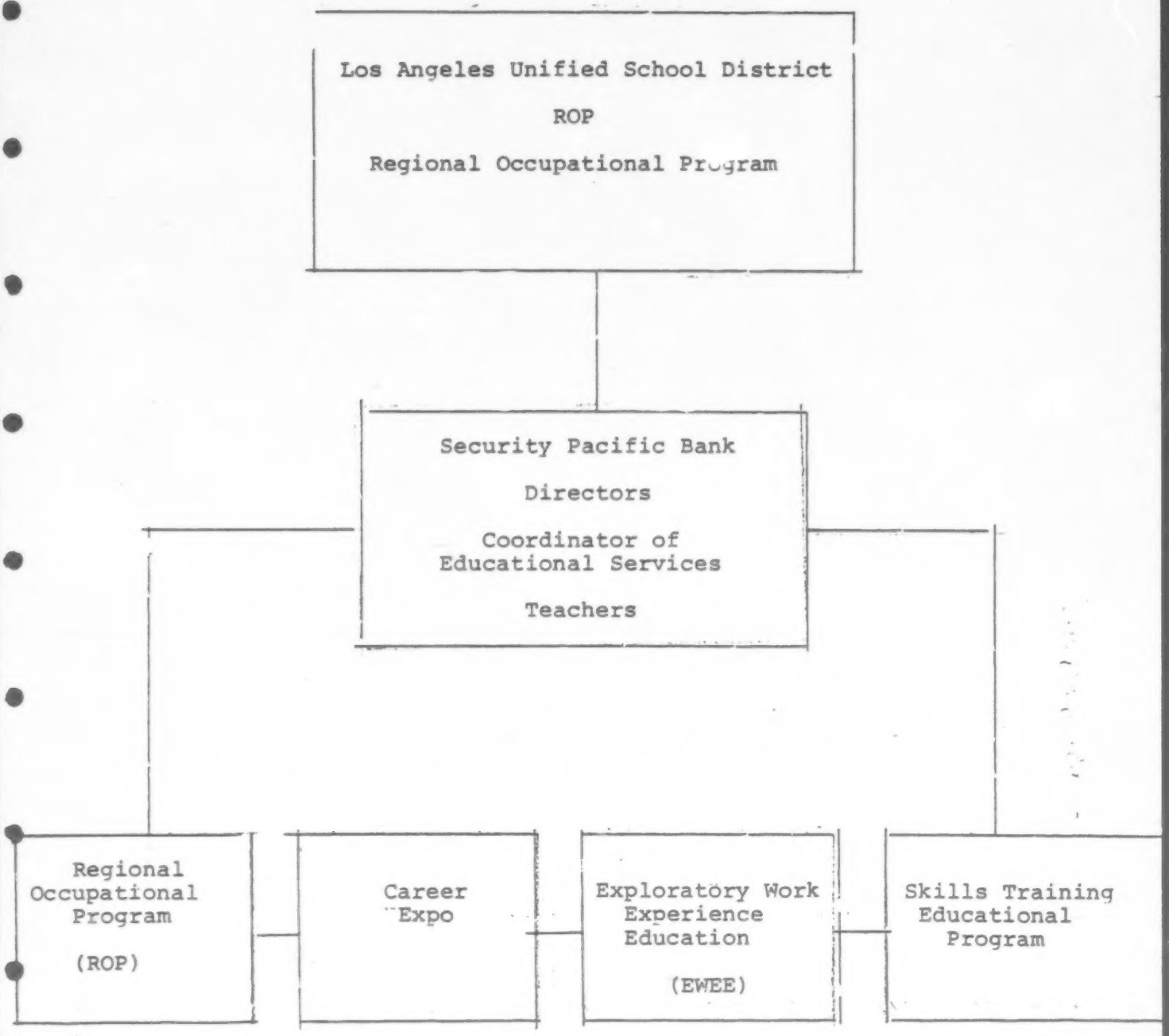

EXHIBIT K

SECURITY PACIFIC NATIONAL BANK
EDUCATIONAL RELATIONS
OFFICE CAREERS IN BANKING:

LEARNING STATION MASTER LIST

Number	Station Name
1	Communications Network Services Division Automated Data Processing Department
2	Reconciling Check Distribution Section Automated Data Processing Department
3	Security Service Operations Section Automated Data Processing Department
4	Bank Payroll Bank Payroll/General Expense & Accounts Payable Section Controller's Department
5	General Expense/Accounts Payable Bank Payroll/General Expense & Accounts Payable Section Controller's Department
6	Corporate Secretary's Department
7	Corporate Secretary's Department
8	Investment Reviews & Appraisals Real Estate Division Fiduciary Services Group
9	Reconveyance Real Estate Division Fiduciary Services Group
10	Set-Up & Distribution Real Estate Division Fiduciary Services Group
11	Foreign Collections Unit International Banking Group
12	Foreign Exchange Division International Banking Group
13	Investigations Inquiries and Investigations Unit International Banking Group
14	Microfilming Letters of Credit Section International Banking Group

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SECURITY PACIFIC NATIONAL BANK
EDUCATIONAL RELATIONS
OFFICE CAREERS IN BANKING

LEARNING STATION MASTER LIST

Number	Station Name
15	Securities Clearance Unit Operations Department
16	Administration Personnel Department (Security Pacific Corporation)
17	Administration Personnel Development Division Personnel Department
18	Educational Assistance Section Personnel Development Division Personnel Department
19	Test Validation Personnel Research Division Personnel Department
20	Educational Relations Section Public Affairs/Research Department

VOLUNTEER TEACHER PUBLIC RELATIONS BROCHURE

Community Educational Development

WOULD YOU LIKE TO SHARE
YOUR BUSINESS SKILLS
WITH HIGH SCHOOL SENIORS?

BECOME A "PROJECT STEP" VOLUNTEER TEACHER

WHAT IS "PROJECT STEP?"

Project STEP is the bank's Skills Training Educational Program which teaches saleable skills and professional work attitudes to high school students.

WHY IS SPNB INVOLVED?

SPNB has been involved in Project STEP and other community educational programs for over ten years because it believes in being involved in the community. What better way to be INVOLVED than by helping high school seniors utilize and improve their clerical skills in an actual business environment. This training will help reduce the high unemployment rate of youth and minorities as well as provide a resource of trained and motivated potential employees.

WHAT DOES A VOLUNTEER TEACHER DO?

What?

A volunteer teacher is a full-time bank employee who volunteers to teach students. A volunteer teacher is a resource person who provides varied and meaningful learning experiences for seniors from nearby Los Angeles City high schools who are enrolled in "Office Careers in Banking" classes. Students have typing and ten-key machine skills and have taken business classes in school.

Where?

Students train right at your work location, which is called a "learning station."

When?

Students from "Office Careers in Banking" classes train at learning stations throughout Headquarters Office for two hours a day, Monday through Thursday. One class trains at the bank from 10:00 am to noon, a second class from 1:00 pm to 3:00 pm. Morning and afternoon classes are offered twice a school year, with students spending twelve weeks at the bank each semester.

How?

Students learn by applying their clerical skills in your learning station. There should be a desk for the student to use, and a typewriter and adding machine, if applicable. Prior to the student's arrival, a clerical task analysis of your station is performed by a district teacher or bank coordinator. An individualized and modularized "learning center" notebook is then assembled for your station. The learning center contains student assignments with questions and tasks tailored to your station. You act as a resource person who answers the questions or shows the student where to find the answers. At prescribed times, you also let the student perform a variety of clerical tasks. Students are to perform the tasks until they master them and then move on to new tasks. Students receive school credit and no pay for their experiences at the bank.

WHO HELPS THE VOLUNTEER TEACHER?

A business education teacher from a nearby high school accompanies her/his class to the bank. The teacher has a desk and phone at the bank where she/he can be reached. Her/his job is to visit each learning station, monitor the learning, and provide assistance to the volunteer teacher. Every Friday the students remain at the high school for supplemental education. A bank coordinator and the director of community educational development also help the volunteer teacher.

WHAT ARE THE BENEFITS?

Top management recognizes and supports the bank's volunteer teachers. In addition to performing their normal bank duties, volunteer teachers enjoy the opportunity to help youth make that difficult transition from the classroom to the world of work. Volunteer teachers feel proud to give today's youth educational opportunities that were not available to them when they were in school.

The bank benefits from the program in numerous ways. In addition to developing excellent relationships with local communities and schools, the bank also gains many new and loyal employees and customers.

Students gain invaluable practical experience and self-confidence that can only be gained in the actual business world. Unlike the majority of students, they obtain this important growth and are qualified and prepared for employment prior to high school graduation.

INTERESTED?

If you are interested in becoming a volunteer teacher, please fill out the attached application and include your supervisor's written approval on the form. Please return the application or direct any questions to:

Sandra A. Moore
Public Affairs Officer
Coordinator of Headquarters Office Program
Community Educational Development
H8-10
(213) 613-5114(LA)

DETROIT PUBLIC SCHOOLS

The Community High School

PROJECT CONTEXT AND TARGET POPULATION PROFILE

DETROIT COMMUNITY HIGH SCHOOL

The 1980 census should verify that Detroit is one of the most ethnically-diverse cities in the country. Although its population is predominantly Black (approximately 65 percent), more than sixty other ethnic groups are represented in Detroit. In 1979, 84 percent of the school population was Black and 13.5 percent White (with the remaining 1.5 percent composed of other minority groups).

The Detroit school system has a total student population of approximately 216,000 and is divided into eight regions, each with its own Regional Board. Each board composed of five policy-making members, elected from within the region. Each area has its own curriculum and achievement policy and most have a curriculum specialist and/or an achievement specialist on board. Guidance and direction for board planning comes directly from the Division of Educational Services and the Office of Research Planning and Evaluation/Detroit Public Schools. Each board elects a president from among its members who in turn represents his/her region on the Central Board -- a thirteen-member governing body made up of the eight elected Regional Board presidents and five members elected from the City at-large. (See Table 4.)

There are twenty-four high schools in Detroit with an FTE enrollment of approximately 54,000 students. Twenty-one are comprehensive, two are for the academically-talented and one is vocational. The number of FTE students in the 24 high schools ranges from 1,000 to 3,500.

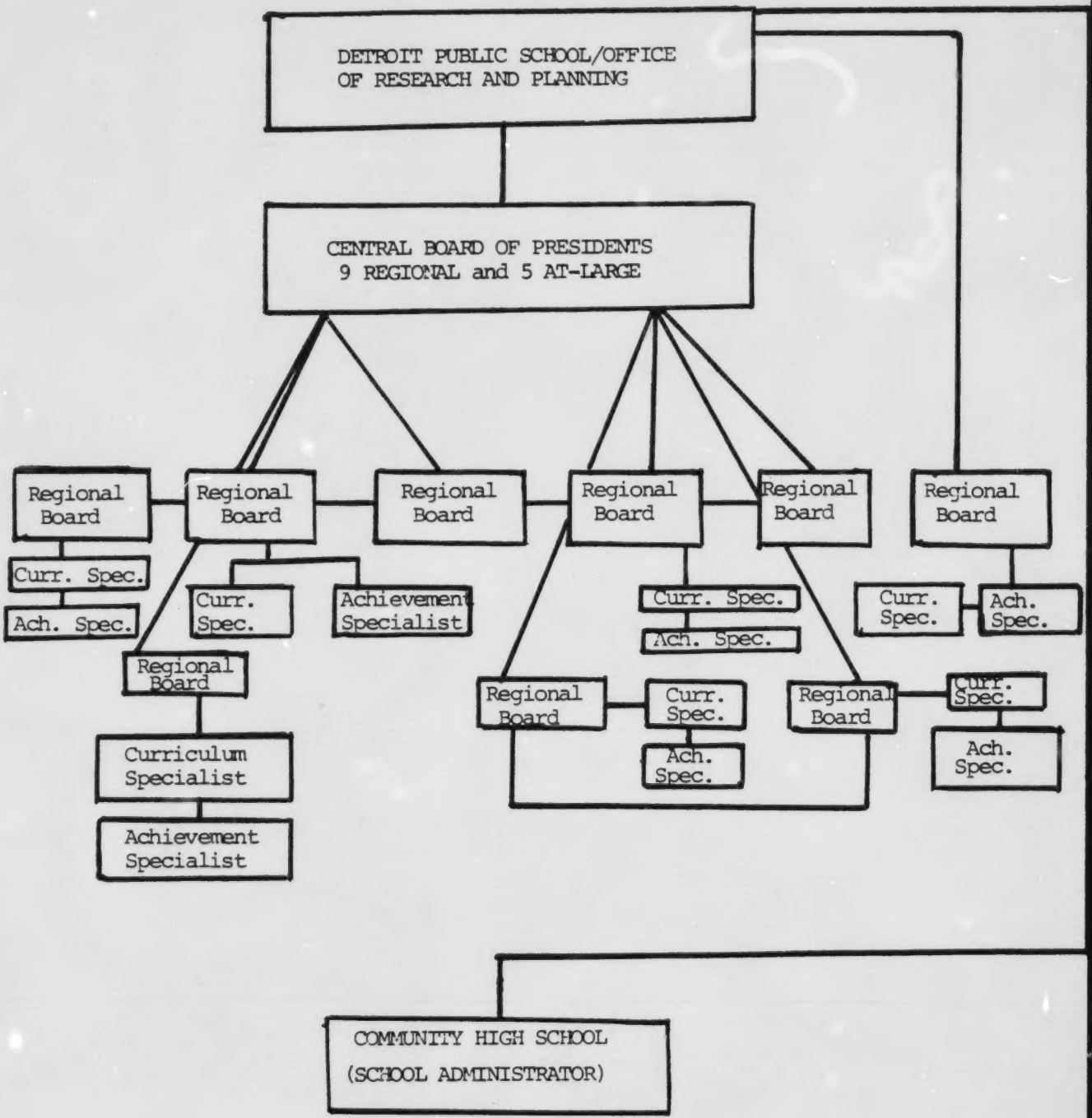
HISTORY OF THE COMMUNITY HIGH SCHOOL

In 1975, the court order to desegregate provided the impetus for both the development and operationalization of the Community High School within the Detroit Public School system. Through the work of two advisory councils, a program blueprint was developed and accepted in the Detroit Public Schools Office of the General Superintendent and Division of Educational Services.

While the Detroit Community High School concept took shape as a direct result of the court order to desegregate, (in 1975), the idea and model had its community and education advocates well before 1975.

COMMUNITY HIGH SCHOOL AND ADVISORY BOARD NETWORK

TABLE 4



First, it had been observed by concerned educators that schools in the cultural district were not accessible to all students. In addition, Black Parents for Quality Education complained to the Detroit Board of Education that comparability of and among course offerings did not exist between the then twenty-two Detroit high schools. Evidence from a study conducted by the Office of Curriculum and Staff Development in response to parent queries and complaints, supported the notion that a high school student currently residing in one section of the city did not necessarily have access to "city-wide" advanced or specialized courses (available to other high school attendance areas). Parents identified a number of courses not offered and a research study was undertaken. To make matters worse, during the 1974-75 academic year, approximately eight thousand students left the Detroit system and the relationship between system (in)ability to retain its charges and unequal access to secondary-level courses was cited as causal factors.

By 1976, the formal order to desegregate was promulgated, and with it came the resources and support for implementing the program. A system funded feasibility study, together with the results of the research (mentioned earlier) documented a pressing need for a city-wide high school that could and would, offer courses and facilities not currently available at the other (traditional) high schools. Similarly, the community high school could become a model for housing innovative secondary level programs, and also as a vibrant experimental base for new educational ideas.

The General Educational Curriculum consultant for the Wayne County school district met with the Director of Alternative Programs for the Detroit system to develop a proposal for financing the school. The consultant brought together a design team of teachers from all over the city for recommendations and ideas for types of curriculum and general format construction. From that group emerged a team of 5 or 6 teachers who were charged with the responsibility of designing the Community High School curriculum and the long-term rationale for future curriculum development and implementation. These 5 or 6 teachers all had links with the 'real world' (e.g., industry, business, labor, CBO's, etc.) people and could tap essential results in the community.

At this stage, the Chamber of Commerce was also very influential in helping to identify other individuals in the business community who might be helpful in providing a new perspective on innovative course offerings and similarly assist in forecasting market related trends and activities

(e.g., demand statistics, training needs, etc.) which might impact on this new educational venture in Detroit. The Dean of the School of Education at Wayne State was also approached, and (was) asked if the university would provide a campus for this venture and open its extensive resources to the students. The Dean proved supportive, logistic problems were resolved, and the Community High School opened in "Old Main" in the Fall of 1977.

Community High School is housed in the "Old Main" building of Wayne State University. The University had ties of long standing to the public school system dating back to the turn of the century, when the President of the University also served as head of the School Board. Several assistant deans of the University were original members of the advisory committee and the Detroit Education Forum which developed the plan for the school.

Wayne State was chosen as a site because of this history of affiliation and also because of its location in the heart of Detroit's cultural center. In addition to the in-kind resources available on the University campus, students at Community High School are within walking distance of the Detroit Art Institute, the Historical museum and the Science Center.[1] The High School is currently housed in three adjoining classrooms on the first floor of "Old Main" along with the school office, and two classrooms directly above the second floor. "Old Main" is one of the original buildings of the university, therefore the classrooms are not modern, nor do they contain any special equipment.[2]

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[1] It was originally planned that students might take portions of their courses at each of these facilities but that idea has not materialized.

[2] Wayne University students use the classrooms in the morning and Community students use them in the afternoon and on Saturday mornings. Approximatley 1/2 of the Community students attend on Saturday.

GOALS AND/OR OBJECTIVES

GOALS OF THE COMMUNITY HIGH SCHOOL

Goals and Objectives

The Community High School seeks to provide equal access and educational opportunity for Detroit Public School high school students to a full range of advanced career-oriented and community based classes, to supplement existing high school offerings on an optional semester or academic year arrangement.[3]

In addition, students will have access to high school course offerings on a city-wide basis in such curriculum areas as advanced math and foreign languages, computer science and data processing, career exploration and preparation areas, or in visual, graphic and performing arts.

The primary goal(s) of the Community High School is to afford students the opportunity to:

- take courses that are not offered in their home schools;
- learn to make decisions and develop a sense of responsibility for what they learn;

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3. The Community High School is also based on the premise that young people will opt to attend that school which presents the greatest potential for meeting their personal needs and career aspirations when given the choice.

   In addition, recommendations adopted by a superintendent's committee studying the feasibility of system-wide alternative education for the 1976-77 school year (called "The Proposed Alternative Education Program"), developed the following objectives to be implemented by the Community High School during the 1976-77 school year:

   - the development of unique, innovative courses and programs to further stimulate existing high school program development;
   - to make the program accessible to as many high school students as possible rather than establishing a small, off-site alternative for a permanent student body; building opportunities for practical student contact with, and experienced in, city careers and occupations; attracting a representative ethnic and geographical mix of students to a central location; and spinning-off regional and area centers as a program extension.

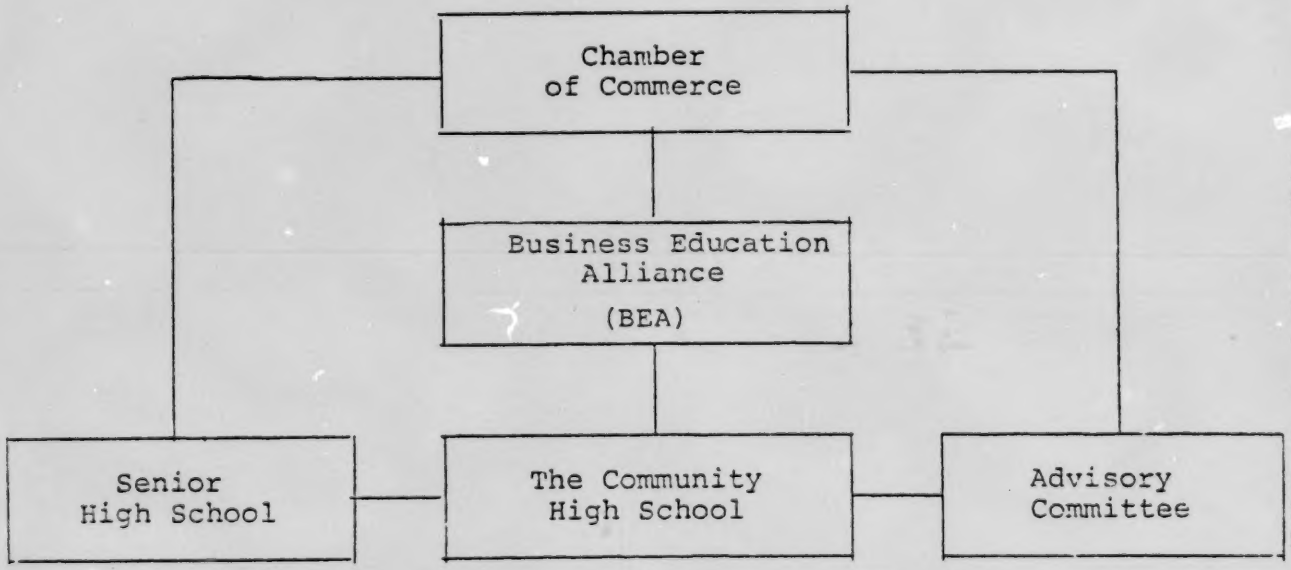
- develop a closer relationship with teachers;
- learn about the issues involved in all the factors that affect their lives -- work, education, social, political and economic;
- acquire a relevant education; and
- experience new challenges.

PROGRAM AND COLLABORATOR/PARTNERSHIP PROFILE

The Collaboration

As mentioned previously, the Community High School's partnership with Wayne State University (prompted by an early university president protracted tenure as school board head, and CHS advisory committee involvement by several assistant deans) is one of the essential elements for success requisite for developing definitive a collaborative program and for continued development. Similarly. non-school support (e.g., business, Chambers of Commerce) as provided by the Detroit Area Business Education Alliance (See Table 5) is critical for success.

TABLE 5



The Business Education Alliance

The Business Education Alliance (BEA) an affiliate of the Detroit Chamber of Commerce is meant to facilitate interface with the business community through its member who has a seat on the school's advisory council. The BEA has made a commitment to the Community High School and encourages the school to request whatever service it needs from them. While currently providing assistance (to CHS) only on a task-ordered basis, the BEA in the past, actively assisted system personnel with the development of course plans and identified potential instructional staff to teach the above same courses.[4]

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4. BEA members also provide audio-visual equipment and supplies, finance all "special" activities connected with a particular course (i.e., field trip, honoraria for guest speakers, film strips, etc.)

Major Program Characteristics

Community High School is a unique alternative education program.[5] It offers academic and career options supplementing traditional high school programs, by giving students, drawn from the city-wide school district; the opportunity to augment their required course load with more experimental, less academic classes, offered away from the home high school in a flexible, individualistic setting. Its stated goal is to provide equal access to a full range of advanced career-oriented and community-based classes by supplementing existing high school classes for either a semester or full school year. Students have opportunities to interact with representatives of Detroit's cultural, commercial and government communities and learn from them. This access is possible because the classes are housed at Wayne State University.

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5. Other alternative programs in Detroit include:

- Cass Technical High School -- providing opportunities for intensive study in twenty-eight program areas in art, business, home economics, music performing arts, science, science and arts and vocational technology.

- Aero Mechanics Vocational High School -- providing specialized instruction and hangar-shop experience leading to Federal Aviation Administration certification in powerplant and airframe technology. It is the only school in Michigan built and equipped for training in this field.

- Renaissance High School -- serving 200 ninth graders with exceptional academic talent.

- Magnet Middle Schools -- operating child-centered, activity-oriented programs for 500 students in grades five through eight in each region. Participants are chosen on a first-come, first-serve basis.

- Region 4 Open Elementary and Middle Schools -- providing a program of British-styled, structured, individualized small groups. Parents actively participate as volunteers in and supporters of the instructional program, which emphasizes student self-direction and management and subject interconnectedness.

- Burton International School -- serving 400 diverse elementary students, from across the city through a multi-cultural, multi-ethnic and multilingual program.

- C. L. Golightly Education Center -- serving 120 children from kindergarten through third grade. Jointly operated by the Wayne State University's College of Education and the Detroit Public Schools, the program selects students in order to achieve a racial, sexual and socio-economic balance. The program also provides college students with teacher training and valuable research experience.

PROGRAM STRUCTURE

The program offers two course types: thematic and city-wide.

Thematic courses are interdisciplinary for-credit offerings that integrate the skills and content of more than one academic area; (e.g., science and mathematics with English or social science). The program has five thematic areas:

- Urban communication, visual and performing arts;
- Urban science, mathematics and technology
- Urban politics and government;
- Economics of urban living; and
- Quality of urban environment.[6]

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6. Five or six teachers, who were committee members, actually designed and developed the initial operating curriculum. They had experience in the secondary level subject areas and close contact with community resource people. The Chamber of Commerce was also involved in the design phase with members setting up meetings between business among community representatives and educators to redirect their perspective on the kinds of courses being offered.

   Three program components were identified and follow in priority order:

   (1) the Community High School Program

   (2) in-school alternative programs at all levels

   (3) off-site alternative schools at all levels.

The Community High School Program was based on a successful five-year program in Grand Rapids, Michigan -- the Educational Park Program. In Grand Rapids, over 2,000 students participated in the program which supplements standard high school classes by using community resources and opportunities. The program has stimulated new offerings in existing high schools, as well as haven spun-off additional alternative programs for city high school students.

The Community High School's general program blueprint was developed and accepted by the Detroit Public Schools' Office of the General Superintendent and Division of Educational Services. The five thematic course areas previously mentioned developed from the program blueprint.

There was discussion of a sixth thematic area -- global education -- which later developed into a separate school, the Burton International School. In the Fall of 1976, furter thematic area course planning by teams of educators took place. They worked with community resource people; experts in each area.

Implementation Plan

The high school was slated to open in the spring of 1977 with the city-wide and thematic area course offerings opened to approximately three hundred 11th and 12th grade students. The program was scheduled to expand to 1,000 students a semester as soon as possible.

Certified teachers developed and coordinated the courses, using community resource people as often as possible to offer students practical and realistic expericnces. Volunteer community placement and career internships were established as soon as the basic programs became fully operational.

The program blueprint proposed that classes operate under a schedule that would complement regular high school programs, in order to accommodate the student's home school roster. It further suggested that classes be housed in centrally-located facilities, convenient to business, culture and community and social service agencies.

City-wide courses include a variety of courses not offered and/or are undersubscribed in the participating feeder schools.

The CHS curriculum fulfills graduation requirements -- established for the traditional high school, and in an innovative and alternative way, while establishing equivalencies for traditional courses.

Taken from the schedule listing for 1979, the following is a sample of some of the "equivalent" courses offered:

- Assertiveness Training
- Decisional Psychology
- Speed Reading
- Transactional Analysis
- Economics of Urban Living[7]

Students attend school three hours per day five days a week, and are drawn from 23 public high schools (as well as one parochial school). The following table details Spring, 1979 student enrollment for the CHS:

TABLE 6

School	Student Enrollment	Course Enrollment	Course Dropped	Courses Passed	Failed	% Passed
Cass	35	43	0	43	0	100
Rennaissance	4	4	0	3	1	75
Murray Wright	7	11	4	5	2	71
Northeastern	3	3	0	3	0	100
Northern	10	17	7	8	2	80

7. In addition, a wide variety of ancillary subjects are taught. Generally, these courses are mounted whenever there is an expressed need either by business or students and also when teachers and/or educators find that a subject would be of particular interest or benefit to students.

Chadsey	4	5	0	5	0	100
Northwestern	14	16	0	16	0	100
Southwestern	6	8	1	5	2	71
Western	3	3	0	3	0	100
Cody	5	9	0	8	1	89
Mackenzie	11	14	0	13	1	93
Cooley	13	18	1	16	1	94
Henry Ford	32	38	5	30	3	91
Redford	41	52	12	32	8	80
Central	7	9	0	9	0	100
Mumford	27	35	3	28	4	88
Osborn	3	3	2	1	0	100
Pershing	5	6	1	3	2	60
Denby	15	23	1	17	5	78
Finney	5	5	0	5	0	100
Kellering	1	1	0	1	0	100
King	3	5	0	3	2	60
Southeastern	9	12	0	10	2	83
Parochial	3	5	4	1	0	80
	226	345	41	268/88.2%	37/11%	

There are approximately 400,000 students in the 24 senior high schools. Of these schools, 23 are comprehensive high schools and 1 specialized school. Each of the 23 comprehensive schools enrolls a minimum of one thousand students. Because of limited space, the Community High School can accommodate, at best, only 400-500 students. (Due to this enrollment limitation, school officials have not formally conducted any public relations campaigns to recruit students.) The growth pattern in the school is shown in the table below.

TABLE 7

Student Enrollment Statistics for 1977 - 1979

Year	Fall	Winter	Total
1977	175	200	375
1978	250	300	350
1979	180		

Each student is required to submit an application contract which details the school's expectation of students in the areas of attendance, dress code, conduct, and length of time they must remain at the Community High School. (Note: Each student, once admitted, must remain at CHS for at least one full semester.)

Students take their main courses at their home school and attend the C.H.S. only for courses that are unavailable there. Their records are kept at the home school. A small number of students have internships at relevant businesses and industries. Internships are for one semester and students are required to keep a log of their activities during the internship. (See Exhibit M) They are also required to return to the C.H.S. one day per week to share their work-related experiences with other students.

The student's performance (on-site) is evaluated by a supervisor at the internship site. Evaluation of academic work at the C.H.S. is done by staff teachers.

STUDENT STATISTICS
SPRING 1979

Student Enrollment	266	
Course Enrollment	346	
Courses Dropped	41	
Courses Passed	269	88.2%
Courses Failed	36	11.8%

The original proposal for Community High School stated that student recruitment should be up to the teachers and school coordinator. They were to visit high schools, discuss course offerings and distribute applications to interested students. Application forms spell out conditions for Community High School participation and required student and parent sig-

natures. Notification of acceptance was made within two weeks. The following was the established student behavior code: students would agree to act like reasonable human beings; respecting others; avoid violence or threats to others; participate in all class activities; avoid alcohol or drugs during all Community High activities; consider the consequences of any of their actions that might hurt the program or any person in it; agree to stay with a selected class at Community High for one semester; and abide by the Uniform Code of Student Conduct.

Students unable to comply with these expectations would be returned to their home schools, but only after student counseling and parental contacts. Every effort would be made to make the Community High School Program responsive to the needs of the students who selected it.

Students felt that there should be greater recruitment efforts.[8] Since failure to effectively draw students from all high schools is seen as the greatest drawback of the program. This failure seems to be caused by distrust of principals and counselors who are afraid of losing their best students to the program. Principals and counselors are also unwilling to accommodate students who wish to attend CHS by scheduling their classes to allow for transportation to and from classes at Community High School.

Excepting these problems, 80% of CHS students sampled felt their attendance had changed their perceptions of school, and allowed them to set realistic career goals, and provided them with an opportunity for more intimate and informal contact with teachers. Most students cited changed attitude and

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8. In discussions with current and former students, it was learned that 80% of them learned about the school from their peers and had come there of their own choosing. In discussing the advantages of the CHS as compared to their home schools, all students felt that the CHS fosters learning by having small groups, and offering courses in a non-traditional way. They all felt that the school has helped them realize their academic and career interests, and in a few cases realize strengths that they were unaware of. Student-teacher interaction was the most stressed as a program success factor:

   Among the problems cited by this group were:

   1. Transportation (public transportation is a problem for all persons living in Detroit).

   2. Better cooperation between the CHS and the home schools. Many students have problems in being released for classes.

atmosphere as the most important factors, to them. Teachers attitudes were geared to their needs and the school atmosphere was less restrictive than that of their home school.

One former student, who learned of the school from a teacher who taught there, said he hated school before he came to CHS. After attending each semester for two years, he acquired a new interest in learning. His first class was in speed reading, which led to a new interest in reading and communication. This resulted in his involvement in a city-wide broadcast communication program called "Speakout," where he directs and writes television and radio programs. His career plans are to participate in video documentary productions in Detroit.

Other students said they weren't sure what to expect when they applied to Community, but they were pleased with the small classes, the freedom, and the college-like scheduling of classes, three days a week.

Students are surveyed each semester for their opinions on curriculum development, their evaluation of teachers and their recommendations for program improvement. (See Exhibit N - Student Evaluation Sheet.)

PROGRAM STAFF/ORGANIZATIONAL STRUCTURES

Organizational Structures

The Community High School's organizational structure and its relationship to the Detroit Public School City-Wide Schools Network of Programs is as follows (See Table 8):

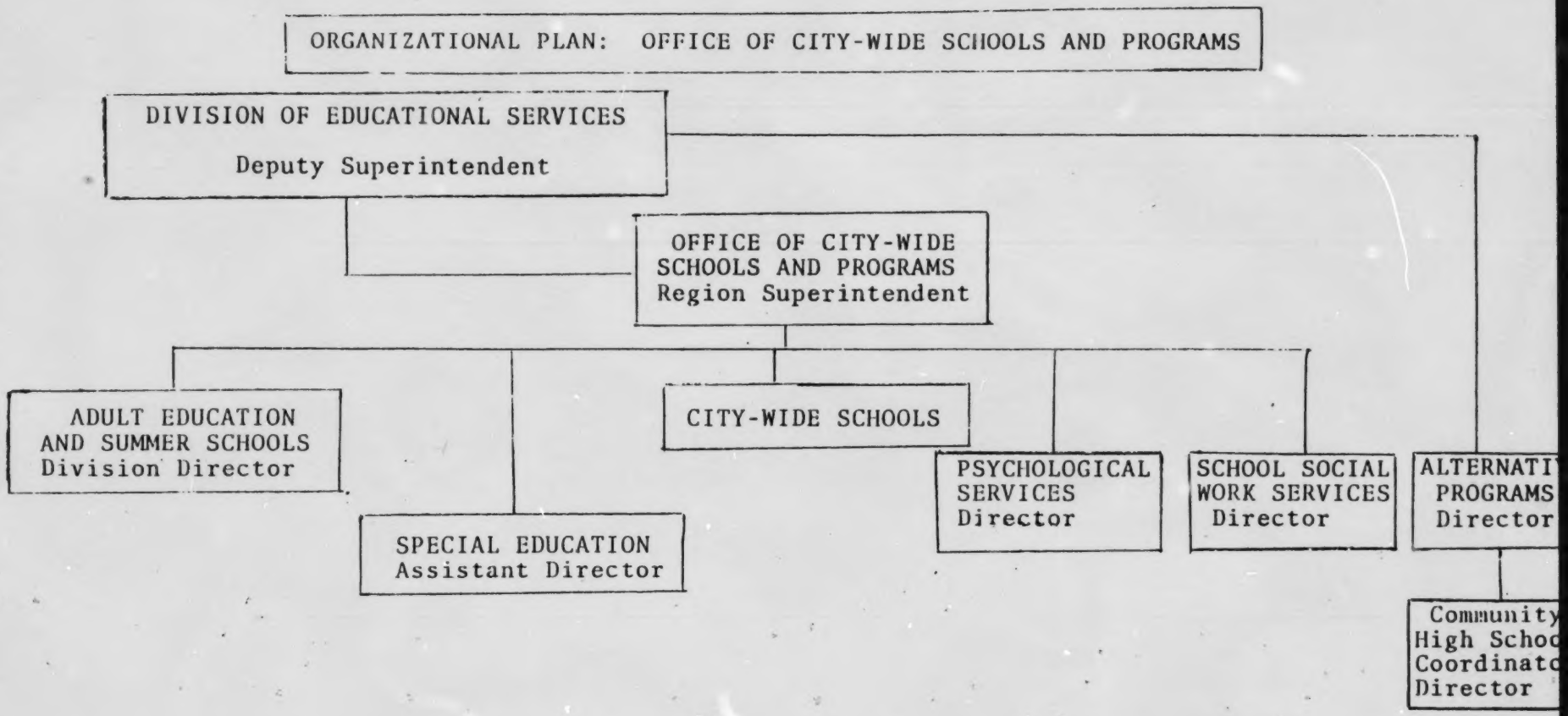
Staff

The originators of the Community High School concept formed an advisory council to define structure and provide guidance and support once the school was operational. The council, which still functions in this capacity, is made up of high-ranking school district personnel, representatives of the business community and concerned parents. It also includes representatives of the Chamber of Commerce, the Urban League, the Metropolitan School Organization, the Detroit Youth Foundation, the assistant dean, staff members and students of Wayne State University as well as high school principals.

Advisory Council

The advisory council does not control day-to-day school operations but shares ideas and advises staff at bi-monthly meetings. (NOTE: Advisory Council participation is mandated by state Title IV-C grant guidelines.) There is an advisory council sub-group, composed of district high school principals, central office department heads and a student member which make recommendations to regional superintendents and the

TABLE 8


ORGANIZATIONAL PLAN: OFFICE OF CITY-WIDE SCHOOLS AND PROGRAMS
DIVISION OF EDUCATIONAL SERVICES
Deputy Superintendent
OFFICE OF CITY-WIDE SCHOOLS AND PROGRAMS
Region Superintendent
ADULT EDUCATION AND SUMMER SCHOOLS
Division Director
SPECIAL EDUCATION
Assistant Director
CITY-WIDE SCHOOLS
PSYCHOLOGICAL SERVICES
Director
SCHOOL SOCIAL WORK SERVICES
Director
ALTERNATI
PROGRAMS
Director
Community
High Schoo
Coordinato
Director

superintendent of schools on what Community High School elements might be implemented city-wide.[9] (All Title IV-C programs are innovative and experimental. Their incorporation, either in part or in total, into the traditional high schools and funding by the school district, are a precondition for Title IV support.)

The Director

The administrator with most of the direct daily contact with CHS is the Director of Alternative Programs, the person to whom the school principal reports. The Director of Alternative Programs has moved through the ranks of Detroit's system -- from social studies teacher to assistant principal to director of the city's first magnet program. Previously, she was a curriculum specialist for all 8 regions and a city-wide coordinator of the Superintendent's Achievement Program.

In her administration of the CHS, she helps to secure commitments of business and other resource persons. She also meets regularly with the staff at the Community High School to discuss current issues, and makes recommendations that lead to the continued upgrading and pursuit of excellence by the Community High School.

The Director sees her role as one of support and advocacy, serving as a link between the school and the district administration. She echoes many of the success factors summarized by the other administrators, however, she did have some recommendations for addtional change and new directions. Her vision of the school includes future expansion through increased course offerings and regional sites. She feels that the school must move to sites accessible to more high schools in order to be a true model. She also suggests provision of an optional full semester at Community High School combined with increased student involvement in curriculum planning and evaluation.

The Principal/Coordinator

Community High School does not have a principal, per se, because a full-time administrative appointment is linked to the number of students enrolled, so the coordinator must function as a principal. Described by teachers as being extremely supportive, the coordinator is entrusted with overall responsibility for ensuring that everyone involved with the school functions to their maximum capacity. Formerly a mathematics department head,

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9. Its important to note that the Advisory Council may only advise CHS and the LEA staff on program operation.

he has served on a number of councils and committees for the CHS project. Because of his activity at the local and county levels, on alternative course projects, the director was originally chosen to serve on the design team for one of the thematic course areas.

Because students attend CHS by choice, there is little need for the traditional school (in the form of the principal or dean) disciplinarian. The director spends most of his time making contacts with the business and academic communities, arranging internships and developing new courses.

He also maintains close informal communication with students, and they can feel comfortable about sharing their concerns with him. He meets regularly with teachers to discuss issues affecting them and their students. He has been the school's director since it opened.

The Coordinators/Collaborators

The collaborative element of Community High School is dependent on many people: the school's full-time staff, representatives of Wayne State University and a variety of social service organizations, and, to a lesser degree, the Chamber of Commerce through the Business Education Alliance (the sub-organization of the Detroit Chamber of Commerce that is designed to improve career education through joint action of the education and business communities to meet common needs.)

School staff has made the greatest effort toward establishing liaisons between Community High School and the community (academic, cultural, business, or social service). The director views every social and professional contact as an opportunity to promote collaboration. The four full-time staff members are also encouraged to develop useful outside contacts.

When interviewed about this function, one teacher reported that contacts made through himself and his colleagues worked smoothly. He is able to place students in a community center in northwest Detroit because of such contact. He approached the center's manager and after discussion with the school director, arranged his placement. The center manager set up the student's interview with the personnel manager leaving eventual placement section up to her.

When asked about placement criteria, the personnel manager said they are subjective,with general attitude and motivation being key factors. She also remarked that a student cannot be

a burden to the staff even though staff is responsible for the assigned student's learning experience. The center's student interns are viewed as a work resource. In this particular placement, they are assigned to the personnel director, accountant and business manager for a full semester. Most of what they learn revolves around office procedures and policy. Staff participants are provided with a written job description outlining the skills that students should attain by the end of the semester and their level of proficiency in each.

Wayne State University is an obvious source for student internship and community involvement. The Assistant Dean, School of Education, an active member of the advisory council, noted that the university has begun to provide experiences for CHS students in the allied health field, recruiting them into the Allied Health Professions Program as well as the Medical Careers Program.

Other internship examples include: placement in a restaurant for a student, whose career goal is to become a master chef; placement in an orthodontist's office for a student with an interest in medicine; and placement at the Catholic archdiocese's newspaper for a student interested in journalism. All contact are made through Community High School staff members.

New Detroit, Inc., an affiliate of the National Urban Coalition is also involved with Community High School. It has representatives on the sub-committee on education and is a staunch advocate of alternative education.

The Teachers

The original proposal cited certain guidelines for staff selection. Full-time Program Staff guidelines cited a variety of background experience and skills, stating staff should:

- be knowledgeable about the city;
- have worked in two or three different occupations, if only for a short time;
- have worked as a teacher in more than one socio-economic setting;
- be well-rounded in two or more subject matters, particularly the social sciences, English language and literature, or humanities;
- have experience dealing with business, community or institutional groups;

- have worked with small groups or used value clarification, communication, or goal-setting techniques with students;

- be student-centered, informal, flexible, and energetic and be willing to give extra amounts of time, energy and devotion;

- represent a variety of ethnic and racial backgrounds; and

- have full certification as a secondary teacher.

All professional project staff were to serve as cooperating teachers with community resource people, as well as resources to students in developing individual study plans. Staff were to be selected from among applicants, keeping in mind contractual agreements with various bargaining units. The school's director kept these original goals in mind when selecting staff, adding his own personal selection criteria -- dedication, flexibility, willingness to experiment and proof of ability to perform.

Three full-time teachers have their salaries paid by state (SEA) distributed Title IV-C grant funds. The rest of the staff is made up of eight to ten part-time teachers, employed by the school district, and who divide their time between Community High School and their home schools. Two of the full-time teachers are veterans with more than ten years of experience in traditional settings; the third began her career at Community High School and is now a second year teacher.

The teachers all feel they are functioning well in their multiple roles of counselor/advocate/liaison and see their relationships with students as a key factor to the school's success. Since classes are held only in the afternoon, teachers use the morning to identify potential placement for internships and to visit internship supervisors. In addition, teachers are responsible for arranging lectures and identifying and scheduling guest speakers, tours, and seminars to supplement the curriculum.

One teacher, who has been with Community High School since January, 1979, says his experience there has made him an enthusiastic supporter of alternative education. When asked to define his role, he described himself as a "conduit," through which students can experience a wide variety of career options. Another full-time teacher expressed similar views. She teaches computer language and programming and tries to place students in classroom-related real world experiences. She also has become an alternative education advocate because she feels it more fully relates to individual needs and differences. She has designed and implemented her course's curriculum and feels her

ability to individualize instruction is a key success factor. Along with everyone else spoken to she cited transportation as the greatest deterrent to increasing enrollment and smooth operation of the internship program.

PARENT AND COMMUNITY INVOLVEMENT

Based on information collected, it was learned that the idea of alternative education was first suggested by concerned parents and educators who felt that a large number of students were not getting an opportunity to test themselves and learn from experience using the community, commercial and cultural resources of the city. This idea was supported by a study that was undertaken by the Office of Curriculum and Staff Development. (See Program context section for detailed information.)

Another non-school organization involved in partnership with the CHS, is the Northwest Activity Center -- a community recreation center with facilities for indoor sports for swimming and basketball. It also has an administrative staff with a Director, a personnel manager and clerical staff. There were two students doing internship in the clerical department (at this writing). The emphasis is on giving students an all-round experience in the various aspects of clerical work -- answering the telephone, making appointments, filing, etc.

Students are also doing internships with individuals who have an interest in the school and a willingness to assist the school. In all of these instances, the contact was made by the teacher.

In talking with the Director of the Activity Center, it was learned that the center feels that they owe it to students to give them an introduction into the world of business. Requirements for internship are -- good attitudes and behavior, and a good command of English. All internships are for one semester, at the end of which time students should be in a better position to make a vocational decision.

SOURCE OF PROGRAM FUNDING

Funding

Funding for the CHS is currently provided by a federal Title IV- C grant to the state[10] and covers the costs for the salaries of 3 full-time teachers and the Administrator/Director. The Detroit Public Schools system cost shares the salaries of 8-10 part-time teachers.

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10. The Title IV-C seed grant money is a one-time award for 4 years. 1980-81 is the last year Community High will receive (state) funds under this title. (Since 1977, CHS has received $139,000 per annum of the state distributed funds). See Exhibit O.

The Division of Educational Services Department of Alternative Education is in the process of obtaining Board of Education general funding for continuance of the Community High School Project. The level of funding being requested will be sufficient to maintain the present program in its entirety. However, as part of its thrust to establish an experimental model, major efforts will be concentrated on the thematic courses. Thematic course and evaluation of student impact will be documented for an adoption site. The Community High School model will be duplicated in one of the city's geographic school districts by September of 1980.

To insure the smooth implementation of CHS' thematic courses by the adopting school district, the following support system will be in place by the fall:

- Development and dissemination of an awareness package, including a film strip presentation, a project knowledge building information packet, and a program brochure;
- Development of an on-site visitation strategy specifying participants;
- Development of an installation information sheet and decision-making process outline;
- Development of a staff development package;
- Development of a training package;
- Development of a management plan to be used by the site program administrator for organizational matters and support services.
- Development of a community resource packet demonstrating how community resource people and places be utilized to link subject matter with practical usage;
- Development of an evaluation model.
- Provision of technical assistance during and after training has occurred.

CHS will maintain the same program format for the 1980-81 school year as was used during the three year developmental project, with a special emphasis on the thematic courses during the coming school year. This deviation is necessary to insure the financail ability of a smaller school district to adopt the program. The total Community High School Project is not seen as transportable to school districts with only one or two high school districts experiencing fiscal difficulties. Hence, the concentrated efforts to bolster the thematic courses are viewed as vital to developing a transportable project, applicable to all districts.

Success Factors

Advocates of the school-non-school partnership experiment in the urban school, necessarily heap high praise on the Community High School. Identified as primary success factors were the following items: access to the business and cultural community, the opportunity for students to experience a variety of options before making a career decision and class flexibility combined with responsibility. (Mentioned, also, were two persistent impediments to smooth implementation of program goals and objectives):

(1) The attitude among some Detroit Public School administrators that the CHS would siphon off some of their "best" students. This attitude has retarded effective dissemination of recruitment information about the school in the 24 other eligible high schools;

(2) Transportation of students to Wayne State' campus is a major obstacle to recruitment and retention. (Detroit attitude reflects preoccupation with the automobile and automobile industry economy and mass public transportation is not a priority.) The city's size causes students who do not live close to the university to spend an inordinate amount of time in transit. Afternoon scheduling and Saturday classes have alleviated this problem (to some extent) but a more concrete solution, such as a CHS bus service, has not been operationalized.

There are several other school district level people who are involved in the CHS' program operation. They include the Director of Alternative Programs, the General Educational Curriculum consultant for the Wayne County Intermediate School District, the Deputy Superintendent for the Division of Educational Services and the Assistant Superintendent for Research, Planning and Evaluation. [They were all instrumental in making Community High School a reality, and, therefore, each has a personal as well as a professional investment in the school's success.]

Assistant Superintendent for Evaluation, one of the above, list several elements that he felt were critical to the development and productive maintenance of any collaborative alternative concept and the success factors evidenced at CHS. They include: (1) the presence of a single persistent and articulate advocate, embodied in the person of the Director of Alternative Programs together with the Wayne County Curriculum Consultant and the Superintendent of Schools, (2) a court order to guarantee and insure implementation of the program, (3) entitlement legis-

lation guaranteeing sustained state and/or local financial support, (4) an inside/outside team of experts participating in program development, (5) at least one member on the Board of Education who is consistently supportive, and (6) the availability of seed money from outside and/or other community sources.

Concurring with the above as essential success factors/elements was the General Education Curriculum Specialist. (NOTE: The specialist contributed the fundamental strategies for the thematic area concept. She also cited Chamber of Commerce involvement in lining up business community representatives to meet with school staff and advise them on curriculum as an additional essential success factor. She said that a course designer's real world experience and primary contact with community resource people were also important contributing elements).

Evaluation Studies

As required by program guidelines from the Michigan State Department of Education/(SEA), the Detroit Public School/Department of Research and Evaluation conducted a summative evaluation of Community High School program operations, instructional methodologies, staff and student attitudes concerning the alternative education experiment, community expectations regarding program success and LEA (local education agency) institutionalization of program elements system-wide. (See Exhibit P.)*

Detailed program (educational) treatment data was obtained through interviews, and observation of participating staff and students enrolled at the CHS during the 1977-78 academic school year. (The objective of the process analyses employed was essentially one of assessing the "effects" of the program's innovative instructional approach and to discover what approaches (or instructional strategies) succeeded for the kinds of students participating. (See Exhibit Q - Evaluation Report -1978 for study results).[11]

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* The effort was directed (in 1978) by Dr. Michael Syropoulos, Project Evaluator, Research and Evaluation Department/Detroit Public Schools. The study was funded by ESEA Title IV-C monies allocated to the state. Fifty-four percent of students and 96.3% of all teachers responded.

11. Similarly, the data attempted to reveal for practitioners the degree to which the CHS alternative education (IHE/Business-School partnership) is replicable. In addition, the evaluation examines the relationship between student

achievement and attitudes toward CHS/traditional high school, instructional strategy variables, and teacher characteristics. (See Exhibit Q for evaluator fundings and comments regarding the advisability of continued SEA/LEA support for the program and suggestions for adaption. Dr. Syropoulos also lists three (3) elements found to contribute to program success:

Student

- the intimate relationship developed between students and teachers due to the variety of "hats" worn by the teacher when interacting with students (e.g., counselor, placement officer, internship supervisor, liaison, the advocate, etc.); the incentive that students get for pursuing a college education due to their daily exposure to faculty and students on Wayne University campus;

- "hands-on" and adaptability skills acquired by students which will ease their introduction into the primary labor market;

- daily exposure to university level education and personnel encourages pursuit of post-secondary opportunities at graduation; and

Teacher

- through exposure and participation in the alternative collaborative experiment at CHS, teachers not only directly experiences the effects of an innovative program offering, but becomes an advocate for further development of the concept city-wide.

EXHIBIT M

DETROIT COMMUNITY HIGH SCHOOL

INDEPENDENT STUDY CONTRACT

Name_____ Sex M___ Grade____ School_____

F___ Age_____ Counselor_____

Date_____

Independent Study Category_____

Duration of Time_____ Requested Units of Credit_____

Hours of Activity_____ Grading_____(A-F, Pass/Fail)

Specific Course of Credit_____

Location of Study/Activity_____

Supervising Teacher_____

Statement of Objectives: (Attach additional description if needed.)

1. _____

2. _____

3. _____

4. _____

Description of Educational Activities & Completion Dates:

1. _____ Completion Date_____

2. _____ Completion Date_____

3. _____ Completion Date_____

4. _____ Completion Date_____

Description of Final Study Report:

Demonstration

Presentation

Other (specify)_____

_____

_____

INDEPENDENT STUDY CONTRACT---Page 2

Evaluation:

___ On-Site Demonstration

___ Presentation

___ Formalized Project

___ Description_____

_____

Interim Evaluation:

Date Due_____

Final Evaluation:

Date Fue_____

Final Completion Date:_____ Grade_____

Hours Credit _____ Subject_____

Signatures: Student_____

Parent(s)_____

Supervising Teacher_____

Coordinator_____

COMMUNITY HIGH SCHOOL STUDENT EVALUATION SHEET

1. I participated in the following class(es):
   a. one thematic course
   b. one city-wide course
   c. one thematic and one city-wide course
   d. two or more city-wide and/or thematic courses

2. I feel I have:
   a. achieved greatly
   b. achieved somewhat
   c. could have achieved more
   d. did not achieve at all

3. 3. The teaching methods employed were:
   a. no different from my home high school
   b. somewhat different
   c. quite a bit different

4. The program was planned/coordinated:
   a. much more than other classes at my home high school
   b. slightly more than other classes at my home high school
   c. somewhat less than other classes at my home high school
   d. much less than other classes at my home high school

5. The classes scheduled:
   a. met at the best possible time
   b. should have met earlier in the afternoon
   c. should have met later in the day
   d. should have begun in the morning

6. The communication between my home high school and Community High School:
   a. caused absolutely no problems
   b. caused minor problems
   c. caused major problems
   d. caused insurmountable problems

   If you answered C or D please list those problems to help us correct them in the future.

_____ OTHER:

_____

_____

_____

7. I feel Community High School:
   a. is a worthwhile project and should be expanded
   b. is worthwhile but should not he expanded
   c. is not worthwhile and should be discontinued

8. Circle those things which you liked about Community High School. You may circle one, several, all, or none:
   a. meetings with community people outside of school
   b. being on the Wayne State University campus
   c. meeting students from other schools
   d. meeting teachers other than from my own school
   e. the freedom of movement
   f. the curriculum offered
   g. taking the bus or driving
   h. being in classes which were taught differently
   i. other

   _____

   _____

9. Circle those things which you disliked about Community High School. You may circle one, several, all, or none:
   a. the teacher(s)
   b. the curriculum offered
   c. transportation problems
   d. problems involving the home high school
   e. the late start at the beginning of the semester
   f. the grading system
   g. having to meet community people outside the classroom
   h. speakers
   i. materials
   j. lack of materials
   k. other

   _____

   _____

10. a. What suggestions do you have that would improve the Community High School Program?

b. What additional comments do you have?

c. Do you have any suggestions for future class offerings?

EXHIBIT O

COMMUNITY HIGH SCHOOL OPERATING BUDGET

SALARIES	
Instructional Staff Services Improvement of Instruction	58,707
Superintendent and Director Instructional Staff	30,567
PURCHASED SERVICES	
Superintendent and Director Instructional Staff	518
Operation and Maintenance	750
Planning, Research, Development and Evaluation	1,000
SUPPLIES, MATERIALS AND OTHER EXPENSES	
Instructional Staff Services Improvement of Instruction	11,000
Superintendent and Director Instructional Staff	1,200
Information Services	500
Other Central Support	14,988
Indirect Cost (.0227)	2,707
TOTAL	$121,937

Because the Community High School is funded by Title IV program, courses are experimental and innovative and are intended to be implemented system and state-wide. These courses can be adapted or modified to meet the needs of the particular school.

EXHIBIT P

Detroit Public Schools	COMMUNITY HIGH SCHOOL QUESTIONNAIRE FOR STUDENTS AND TEACHERS	Research and Evaluation Department

To the student or teacher completing this questionnaire:

The State Department of Education which provides funds, from ESEA, Title IV-C, for the operation of the Community High School requires a final evaluation report.

In order to help accomplish this request, the Research and Evaluation Department is asking you to fill out this questionnaire. We will make an attempt to learn what you think about many aspects of your Home High School and the Community High School. Your opinion is important and you can help your school staffs to learn more about themselves and to improve themselves.

The purpose of this questionnaire is to learn more about the attitudes, values, and aspirations of the school communities, as well as the teaching methods, purposes and educational programs of your schools. The hope is that such descriptions will enable the school personnel to understand and evaluate themselves. The questionnaire is not a test. It cannot and will not be used to evaluate individuals. It is meant to provide information about your schools.

We appreciate your willingness to respond to the questionnaire and hope that you will answer all of the questions. Nevertheless, you should feel free not to answer any questions that you consider are too personal or confidential for any reason.

Again, we think you will enjoy reflecting upon your schools and how they might be improved.

We sincerely appreciate your help.

Mike Syropoulos, Ed.D.
Project Evaluator
Research and Evaluation Department

Name of your Home School_____

RESULTS OF THE COMMUNITY HIGH SCHOOL STUDENT EVALUATION: JANUARY, 1978

Early in January of 1978, Community High School students were distributed a Community High School Student Evaluation Sheet. Each of the 154 students who received a grade for that term were requested to respond to the questionnaire. A total of 81 were returned and the responses were as follows:

Most of the students (54.3%) who answered the Sheet were enrolled in one city-wide course; 18.6% had taken two or more city-wide courses; 11.1% took only one thematic course, and 8.6% took one of each course type. Over half (50.1%) of the students felt they had achieved greatly in their classes and no student felt he/she had not achieved.

In evaluating the teaching methods employed at CHS, all but 3.7% felt that the methods were either "somewhat" or "quite a bit" different than those employed at their home high schools.

Almost half of the students (43.2%) felt that the classes met at the best possible times, although 32.1% wanted classes to meet earlier in the afternoon. The remaining students were almost evenly divided, 12.3% feeling classes should meet later in the day, and 11.1% feeling that classes should meet earlier in the morning.

In regards to the question about communication between the home high school and CHS, more than half (54.3%) felt there were no communication problems, while the remaining percent of students picked answers from minor problems to insurmountable problems. Students then submitted the following as problems:

1. "couldn't get bus tickets"
2. "records confused"
3. "were not encouraged from home school"

4. "home school wasn't going to give us credit"
5. "having to arrange a schedule so that I might be able to get to class on time"
6. "not enough communication among students"
7. "not having enough time between classes"

Despite the problems students faced participating in Community High School, all of the students felt CHS was a worthwhile project. Of the students, 92.6% felt the project should be expanded, and 6.1% wanted the project to remain the same.

The survey then provided an opportunity for students to pick from a list the things they liked best and least about CHS. They added some likes and dislikes as well:

1. "I liked learning a course which was very helpful in everyday life as well as school"
2. "I liked being without all those stupid rules and hall guards"
3. "I liked being able to be comfortable and open with teachers and administrators"
4. "I liked feeling like somebody"
5. "I liked knowing they (staff at CHS) cared"
6. "I hated getting up on those cold mornings to catch the bus"

Students completed the Sheets with additional suggestions on how to improve the Community High School Program:

1. "take more trips and let the students do projects of their own"
2. "go out on interviews"
3. "have more discussions about things that interest students, let students lead some of the discussions and the activities along with the teacher"
4. "classes involving business careers which would be taught by business people or teachers"

5. "more classes in the medical field"
6. "Fortran and Cobol computer language"
7. "extend classes to two semesters"
8. "needs to be expanded"
9. "locate classes in one central spot, to meet people in other classes as well as your own"
10. "training students to teach classes"
11. "invite all students, not just 11th and 12th graders"
12. "more classes should be held on Monday-Wednesday-Friday"

Evaluation

Community High School provides quality alternative programs for a small percentage of Detroit's large high school population. The question that comes to the observer's mind is: "Just how effective and far reaching is such a small program when it is reflected against the total picture of Detroit's school system?" Community High School has been assessed by a school district evaluator who has made the following suggestions, which in turn, are being adopted by the Community High School staff.

Recommendation	1.	That more effective approaches be explored for soliciting, with the help of other school administrators, greater student interest in Community High School applications.
Adapation;		Community High School is reaching out to a broader segment of the population through media coverage and its community relations meetings city-wide to generate additional interest in the school's program. Contact maintained with school counselors and agencies such as New Detroit, Inc., United Community Services and the Metropolitan Youth Foundation.
Recommendation	2.	That advanced courses be offered for college credit after exploration with local universities and community colleges. Courses should be taken through Community High School, using a coordinated team of Community High School and college-level instructors for high school graduation or college credit.
Adapation:		An arrangement has been worked out with Wayne State University whereby seniors with a 'B' average

and acceptable SAT scores can take college courses for credit. These courses must be paid for by the individual students.

Recommendation	3.	Possible satellite Community High School units in peripheral areas of the city.
Adaptation:		Given the availability of funds for the 1980-81 school year, two additional CHS sites have been planned on the east and west sides of Detroit.
Recommendation	4.	That a greater variety of courses be offered to the students.
Adaptation:		CHS staff will continue to develop viable curriculum offerings based on student need and interest.
Recommendation	5.	That the communication between Community High School and regular high schools be improved.
Adaptation:		CHS staff has developed an information sharing system to keep regional staff and counselors up-to-date on student and program activities. This will be accomplished through additional written reports as well as personal contact.
Recommendation	6.	That the Community High School be serviced by the Detroit Public Schools Transportation Network.
Adaptation:		CHS students will have transportation available to them through a sharing arrangement with a special vocational education program that will be instituted in the 1980-81 school year.

PHILADELPHIA

THE PARKWAY PROGRAM

PROJECT CONTEXT AND TARGET POPULATION PROFILE

Philadelphia is the fourth largest city in the country with a population of 1,681,175. Its school system is divided into eight geographic districts serving a total pupil population of approximately 245,000. About 70,000 students are at the high school level. Of that number, approximately 64 percent are Black, 30 percent White, 5 percent Hispanic, with the remaining 1 percent composed of Asians and American Indians.

Because racial housing patterns often result in ethnic isolation, the city school system has always been faced with the problem of de facto segregation. Some of the ways the city has attempted to bring about racial balance have been through magnet high schools, racially-monitored assignments of teachers, and alternative programs.

The Parkway Program was established as an educational answer to the unrest of the late 1960's. Its philosophy recognized that the total community must be a partner in the learning process. Designed to be a voluntarily integrated school, Parkway has achieved this balance with a diverse student body of 1,200 coming from all sections of Philadelphia in equal numbers, closely reflecting the ethnic composition of the school system.

The Parkway Program is one of the largest operating alternative education projects in the nation. It is the prototypical school-without-walls, and has been described as a forerunner of Career Exploration.

History

The Parkway Program was conceived in 1967 by the Director of Development for the school district. One day he was looking out of his office window onto the broad expanse of the Benjamin Franklin Parkway. This is a boulevard highlighted by the museum of art, providing access to the center city, and along which are situated many of the city's cultural and educational institutions. He envisioned these institutions as perfect classrooms for high school students interested in experiential education. These facilities would eliminate the need for building additional school structures and could provide more complex equipment and realistic "hands-on" settings than any traditional high school. The idea was sound from a budgetary standpoint and innovative from an educational/pedagogical viewpoint. It was also within the realm of possibility.

The Director's idea was well received by the central administration. Those involved in deciding to implement the idea had a history of good working relationships for accomplishing (common) community objectives. They were people with contacts in the city and with the influence to make those contacts work to the advantage of the School System. The Director of Development had also served as Assistant to the Managing Editor of the Philadelphia Bulletin, one of the city's three daily newspapers, and had served as Vice President for Public Relations at Temple University. The Superintendent of Schools, at the time, had been brought to Philadelphia because of his progressive and positive attitude. The President of the Board of Education was a former mayor who had done much during his administration to break down the barriers of race and social class and to get the city moving in a positive direction. He also had a historically close relationship with the Director of Development, who had previously served as Executive Secretary when the School Board President was Mayor. The backgrounds, relationships and philosophies of the people involved in Parkway's initial development were important to the later success of the program.

The Parkways initiators developed a program plan that was introduced to the city in a February 6, 1968 press release and covered in subsequent news stories. The articles noted that social studies classes were to be held at the county courthouse, municipal courthouse and City Hall; chemistry and biology classes at the Academy of Natural Sciences; physical sciences classes at the Franklin Institute; art classes at the Museum of Art, the Rodin Museum and the Moore College of Art; foreign languages at laboratories in the main branch of Free Library; journalism classes at the offices of the two city newspapers; and business administration classes at a number of area businesses, including the central office of a large grocery chain, several major life insurance companies. Additional classroom space would be sought from nearby office and apartment buildings, as well as neighborhood YMCA and YWCA's. Students would be walking from site to site, using public transportation or perhaps being transported by school district-operated shuttle buses to get to and from classes. They would be eating their lunches in employee cafeterias or nearby luncheonetts. Teachers would be drawn from staffs of the participating institutions. Students would be chosen by lottery from the Philadelphia School System, the Parochial School System of the Archdiocese of Philadelphia and from neighboring suburbs. The plan allowed for a four-year school (grades 9-12) with a total enrollment of 2,400 students after an initial enrollment of 1,500.

Response to the program announcement was mixed. A follow-up editorial in the Philadelphia Inquirer praised the concept but asked some fundamental questions concerning its implementation, including:

- What would be the standards for admissions?
- What kind of grading system would be used?
- How would suburban students be classified; who would pay for their education at a city school?
- What would be the selection criteria for teachers; who would pay them?
- What would be the role of institutions in providing lecturers and teachers?
- Where would the school's central offices be located?

Other questions and criticisms came from business, agencies, etc., who were named as program participants in the articles. A number of businesses said they had not been contacted prior to the announcement. Some potential participants said they would be happy to help make such an experimental venture successful, but others, did not response favorably. A legal representative from one of the apartment buildings which was mentioned as a possible site for classroom space, stated that he had not been consulted and would respond in his client's best interest if he was contacted. Residents of some of the city's more posh apartments did not react favorably to having school students "invading" their homes. A utility public information officer said, "We only know what we read in the newspaper," while a representative of a major chemical laboratory noted that the idea had been discussed with him earlier at a school board meeting.

The planning and organization of the program took place during the next year. A British educator who had directed a model alternative community school in Brooklyn, New York for three years, was appointed as the school's director. On January 7, 1969, he addressed a group of parents, school, business and community leaders to announce some of the program elements. The basic structure presented at the meeting remains essentially intact. It called for a student selection lottery system, taking fifteen students from each of the city's eight school districts and twenty students from the non-public school sector. The use of a lottery system was meant to insure a school racial composition that reflected the city-wide system. Students selected would be divided into eight groups of fifteen "tutorials," each of which would be assigned a full-time faculty member. The purpose would be to build morale among individuals, teach basic skills, and evaluate achievement. Twenty or thirty courses were organized for the opening; individual courses were divided into three areas: academic program, application of theory, and a work/study experience in a skill area. Students also could choose from weekly seminars and independent studies in areas of individual interest. There would be no formal

grade divisions, no letter grades given for course work and no regularly scheduled school day. Town meetings of all unit members were to be held weekly.

A Ford Foundation grant of $50,000 was the impetus for setting a target opening date of February 17, 1969. In January, 1969 the school director had sent applications to 75,000 junior and senior high school students. More than 2,000 students in the city applied, and 100 students from nearby suburbs, including the archdiocese. On January 31st, 120 students were chosen by lottery. Arrangements were made to charge suburban students $340 a semester or $680 per year. After some controversy, a reciprocal agreement was made with three suburban jurisdictions in which their students could attend the Parkway Program free of charge if they would accept an equal numberof Philadelphia city students in their systems.

The program began on February 17th, as scheduled, with a three-week student orientation. As reported in the press, students' observations were generally enthusiastic, although a number felt three weeks was too lengthy for an orientation period. Orientation classes, as well as school administration staff, were housed in an old school district facility which became the initial unit, called Alpha.

In June 1969, another lottery was held and 560 students were chosen for the program. This second unit called Beta, would be housed in rented space in the Center City. The Gamma unit to be opened in September, was to use an old school facility on the edge of the downtown business district. The Gamma unit was to be an experimental cross-age unit, comprised of 150 high school age and 150 elementary school age students. Much controversy surrounded Gamma's opening. Elementary school principals were concerned that the loss of their students to Parkway would disrupt their school's racial balance, a concern that was felt most by principals in one of the very first integrated areas of the city. One principal, who was proud of the racial balance in her school, and all too aware of how tenously it had been achieved, was extremely upset when 21 White students left her school for Parkway. Their disquiet, combined with the inability to establish an effective curriculum for both elementary and secondary students within program guidelines, resulted in the termination of the cross-age student concept. Gamma remained a high school unit.

In early 1970, the school district submitted a proposal to the Ford Foundation requesting funds for the program's expansion. The proposal was funded and the expansion was channeled into the formation of new units rather than increasing those already in place. The expansion targeted three new units of 180-200 students for the years 1971 and 1972. The student selection, tutorial set-up and the philosophy that anyone with a particular skill and the ability to transfer it

in an educational setting could be a teaching participant, were all continued. The new units were free to form their own objectives and develop their own methods of governance, as well as to structure their own time, schedules, space and materials for learning, according to individual and group needs, as long as the Board approved such development prior to actual implementation.

In September, 1971 the fourth unit, called Delta, opened with 200 students. Delta is one of two units located outside the city's central business district in Germantown, about ten miles from downtown. This location resulted from parental requests for a unit site that would decrease the amount of transportation time for the large number of Parkway students who lived in the northwest section of the city.* At its inception, approximately 75 percent of the students at Delta were chosen from only one of the city's eight geographic school districts, but today Delta has almost the same cross-city representation as the other four units. Gamma is now housed on the campus of the University of Pennsylvania in the University City area of West Philadelphia.

At the start of Parkway's third year, its originator, no longer a school system employee, compiled some of his observations to accompany a retrospective analysis of the school's formative period. He cited weakness of the original administration as a key element of vulnerability in Parkway's initial period of operation. Some of the administrators of the early years attempted to excuse outrageous administrative laxity on the grounds that attention to such would inhibit creativity. In citing the need for strengthened administrative controls, he further stated, "One striking result of the inability to establish administrative controls was almost total breakdown of relationships with suburban school systems, and failure to devise continuing involvement with the Archdiocesan School System." Presently, there are no suburban students at Parkway, their numbers dwindling until they

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*The advantages and disadvantages of Delta's location were discussed with the unit head. Her feeling was that the family-like atmosphere of the Delta unit and the close proximity of students' homes, served to increase the cohesiveness of the student body and allow students to continue their relationships beyond the school day. The unit head also reported closer contact with parents. She sees many of them in informal, non-school neighborhood settings.

A disadvantage of Delta's location is its distance from downtown, which causes transportation problems for Delta students who participate in institutionals. Even so, Delta, which is in its eighth year, seems to be thriving.

stopped coming altogether, about two years ago. The present director attributes the decline to these administrative weaknesses, opening of similar alternative high schools in suburban districts, and basic changes in student attitude. He regrets the loss of the exchange feature. Today, suburban students would be accepted but would have to pay tuition.

The next structural change occurred in 1978. City and Federal politics triggered a massive upheaval in the placement of teachers in Philadelphia schools. A decline in enrollment and projected budget dificit for the 1978-79 school year caused the School District to lay off over 1,800 teachers at the end of June, 1978. In addition, an order by the U.S. Office of Civil Rights, in the summer of 1978, stated that all 250 schools in Philadelphia must have racially-balanced facilities by September. (Strict quotas were set regarding the minimum and maximum percentages of Black teachers per school at the elementary, junior high, and senior high high levels.) HEW threatened to withhold all federal funds if the order was ignored.

At Parkway, the effects seemed disastrous. Of 58 faculty members in June 1978, only 33 (57 percent) remained in September. Of the 25 faculty members who left, 14 had been laid off, three "bumped," six transferred for racial balance, and two resigned to take jobs elsewhere. Since all schools had to reduce their faculties for economic reasons, only sixteen vacancies were open at Parkway, and to achieve racial balance, these vacancies were to be filled by Whites.

The sixteen vacancies were filed through a bidding process, by teachers who were "bumped" by staff or racial balance reductions in their previous assignments. More than 1,000 secondary teachers were involved in this reassignment process. They were brought together in groups of one hundred or more to bid, in seniority order, on positions in the twenty-eight senior high and thirty-five junior high schools. Their choice was governed by minimal information: name of school, subject area of position, and "race" of position. Because they knew so little about the schools and had only a minute or two to make a choice, teachers tended to pick schools near their homes -- selecting senior high before junior high schools. Since most teachers had only limited knowledge of the schools they had selected, several teachers who chose Parkway had no idea that it was an alternative high school.

The School District experience of the 16 new faculty members ranged from eight to thirty-three years. None of them had ever taught in an alternative school. They were given a half-day orientation in September and were then sent off to one of the five Parkway units to "sink" or "swim."

There was low staff morale because of the upheavals and uncertainty due to an impending reassignment February 1. Teachers were expected to adapt almost immediately to a work situation different from any they had previously experienced. There was little support except that of colleagues and students.

Despite these adverse circumstances, the "newcomers" assimilated quickly. They designed courses they had never taught before, organized extracurricular activities, took over intramural coaching jobs, and got involved in every dimension of school activity.

The second reassignment process of February 1979, resulted in 21 vacancies for the Parkway Program. The 16 teachers assigned to the program in September were to be reassigned and 5 additional positions were allocated to Parkway. First priority for the vacancies went to former Parkway teachers who had been laid off or reassigned. Everyone requested to return. Fourteen met the racial and subject criteria and were actually able to return. Of the seven remaining vacancies, five were in subject areas that matched those of the teachers assigned to Parkway the previous September. All five chose to remain. The Parkway faculty has remained relatively stable since that time.

GOALS AND OBJECTIVES

The Parkway was founded on the premise that young people have a natural predilection for responsibility. Students and teachers were viewed as co-learners, neither having a body of knowledge over which they were completely knowledgeable. To this end, students are expected to do their work and attend classes without being directed. In keeping with this philosophy of independent learning for students, the overall goals of the program are to:

- ensure, to the greatest extent possible, that graduates are able to make an informed choice about their future; i.e., college, military, career training, etc.
- help students become independent learners who manage their time realistically.
- learn to use all community resources available and useful to the students.
- help students achieve competency in the basic skills -- reading, writing and math.

To achieve these goals, the Parkway Program attempts to:

- incorporate real life cooperatives rather than solely prepare for it.
- put students in contact with adults and their institutions.
- invite adults who are not professional teachers to share their knowledge with the students.
- deliberately mix students of different ages and abilities.
- place the burden of responsibility for learning on the students' shoulders by encouraging them to design their own programs and meet the pre-established requirements.
- promote self-paced learning by allowing students to proceed at their own pace.
- eliminate the concept of grade and "years put in."
- define knowledge as a by product of doing and sharing and reflections on what was done.
- demonstrate the importance of a human scale instead of an efficient scale for maximum interest and learning.

PROGRAM AND COLLABORATOR/ PARTNERSHIP PROFILE

The collaborative arrangements that the Parkway Program has with non-school organizations, business, institutions, and individuals can be divided into three categories: 1) instruction; 2) courses designed and taught by collaborator staff members; and 3) utilization of collaborative institution facilities for courses taught by interested individuals who are neither Parkway staff nor collaborator institution staff members.

Several downtown institutions have collaborated with Parkway since the early years, including Temple University, YMCA, YWCA and Temple Hospital. The 1979-80 Parkway Program catalogue lists more than 40 other institutions, agencies and organizations who are involved in providing support to the Parkway Program.

Practical application is an integral part of the coursework, even though the paid job component no longer exists. Students may request independent study in an area of particular interest in either an institutional or academic setting. Thus, it is apparent that the initial structure was sound enough to endure a ten-year period with many of its basic elements retained.

Student motivation and achievement are high at Parkway. Tables 9 and 10 presents the test results for the Functional Literacy Assessment test given to 10th, 11th and 12th grade students in 1978 and 1979, and the results of the mathematics Literacy Test given to 10th graders in 1978 and 1979.

TABLE 9: FUNCTIONAL LITERACY ASSESSMENT

	1979*			1978
	NUMBER TESTED	NO. PASSING (5 Parts)	% PASSING	% PASSING
ALPHA	74	39	53%	70%
BETA	54	41	76%	76%
GAMMA	102	62	61%	79%
DELTA	67	43	64%	80%
ZETA	95	59	62%	71%
TOTALS	392	244	62%	75%

*Results of initial testing of 10th, 11th and 12th grades, October, 1979; and comparison with previous year.

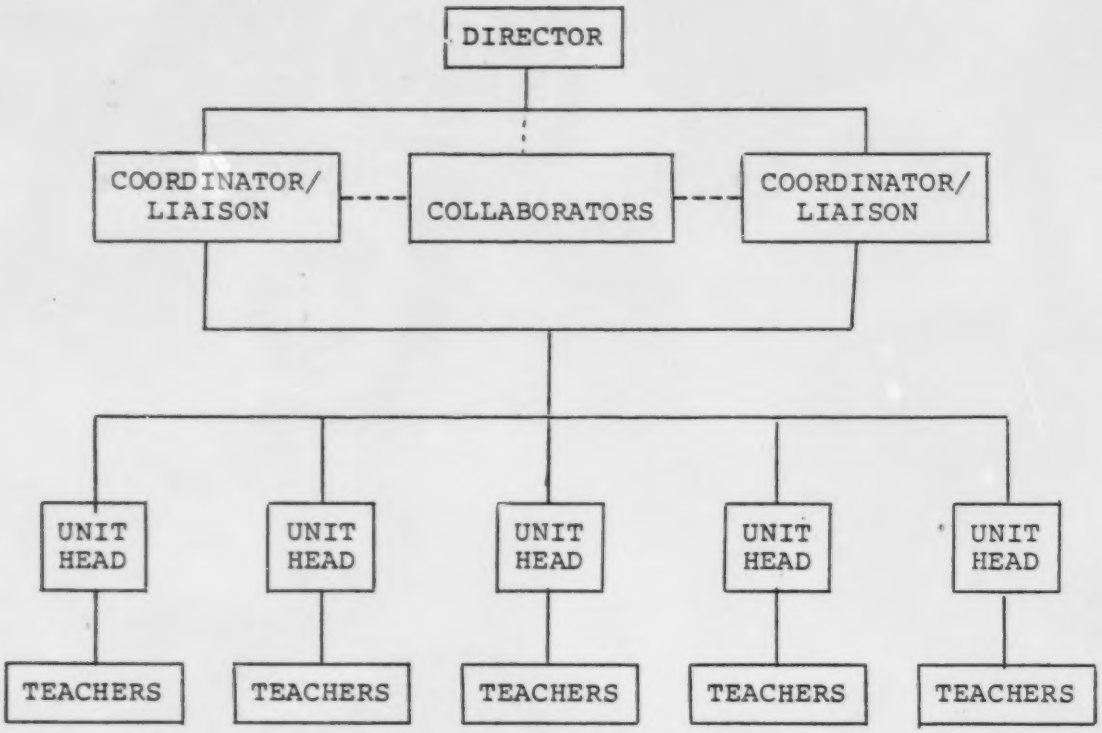
TABLE 10: MATHEMATICS LITERACY ASSESSMENT

	1979*			1978
	NUMBER TESTED	NO. PASSING (3 Parts)	% PASSING	% PASSING
ALPHA	64	33	52%	59%
BETA	40	23	58%	44%
GAMMA	60	30	50%	50%
DELTA	35	15	43%	54%
ZETA	33	19	58%	33%
TOTALS	232	120	52%	47%

*Results of initial testing of 10th graders, October, 1979; and comparison with previous year.

PROGRAM STAFF

This section provides an examination of the role of the Parkway staff and how each group contributes to the program's success. The general administrative organization is presented in the following organization chart:



The Administrators

The present school director joined the Philadelphia School System in 1970. Prior to coming to Philadelphia, he had taught high school in Buffalo, New York, worked in teacher training for two years with the Peace Corps in the Philippines, and completed his doctoral work in Teacher Education and Social Science at Stanford University. His entry into the Philadelphia School System was as assistant to the Deputy Superintendent of Schools, the office which controlled most federal program monies. In this capacity, he learned a great deal about budgeting, policy and administration, experience he credits as invaluable preparation for directing the Parkway Program. For three years, he was principal of the Pennsylvania Advancement School, an experimental public middle school funded by federal Title I funds. He also has a longstanding interest in alternative education.

The present director feels his role has changed over his five years at Parkway. He spent the first year observing and evaluating staff and developing a rapport with school district personnel. Since then he has worked to establish a better working relationship with the school system administration, emphasizing their need for an accurate perception of Parkway's daily operation.

He has worked on developing a reputation that gives him leverage with the school district. [He has attended meetings with school principals in an effort to dispel any fears they might have about the Parkway Program and, therefore, about releasing students to the Parkway Program or cooperating with it as a regular high school, which aligns it with one of the city's eight school districts level (sub-administration) as opposed to being attached only to the system at large with no sub-group alliance.] Prior to assignment to this district, the school principal reported directly to the central school district's administrator of alternative programs. The school now is considered a member of the same district in which the school's offices are located. This arrangement nets several benefits: Parkway has a greater pool of substitute teachers from which to draw and has access to the district's emergency funds for furniture, books, etc.

The director has decreased his daily contact and interaction with individual unit heads by delegating most of the day-to-day administrative responsibility to them, including most on-site problems; the oversighting of custodial work, planning weekly meeting agendas, student-parent-teacher relations, etc. The director usually meets with the unit heads monthly, but there is no formal schedule. He also visits, unannounced, each unit on an irregular basis and occasionally teaches a course in order to stay in touch with the students.

The director selected three of the five present unit heads and feels he has shaped a more stable staff. He has, on occasion, supported a teacher over the recommendations of a unit head because of his ultimate responsibility for staff evaluation. He also respects the values and opinions of the "oldtimers" who have been at Parkway since its inception, citing special perspectives on the school's operation.

The director describes himself as a systems person. His organizational abilities and emphasis on data collection and analysis are evident from the charts lining his office walls. They have also resulted in tabular data on yearly attendance patterns, achievement scores, student plans after graduation, etc. Firsthand observations indicated that the director analyzes and uses these data to evaluate himself and the staff in an effort to produce better results in the coming year.

In addition to his organizational efficiency, the director has achieved a nonthreatening personal rapport with students. Many students address him using an affectionate nickname; he responds to almost every student by name. There is no lack of respect, however, the students clearly recognize that he is the boss.

His "maintenance" activities are minimal, as change and development take place more within individual units than from administrative dictates. He mandates very little of the curriculum, although this semester he has made an exception with an original reading curriculum to be systematically adopted by all units.

Much of his job could be termed public relations; meeting with the many schools' visitors, making potentially useful contacts for potential school sites, rental space and new course ideas, and he is constantly striving to promote a positive school image both within and without the system.

In the spring, the Director plans to conduct a survey of classes, staff, and institutionals to gather data on the participants' opinions about Parkway. He plans to use the results as the basis for his internal/external public relations work.

Coordinators/Liaison People

Two institutional coordinators link students with experiences and perform all the necessary functions to make things run smoothly. The coordinators' role is essential to positive community interaction and collaboration of institutions with the school. The coordinators develop courses and placements, determine what a particular institution can offer Parkway students, and then adds the course to the catalog. The course experience must be educationally justifiable, either from a career exploration or an academic standpoint. They also monitor student attendance through spot visits to sites and ongoing cimmunications with the person in charge at the institutional.

Both coordinators enjoy working with students and try to teach at least one course per semester to stay in tough with students' needs. Their major recommendation is that institutional experience should be more integrated with student's academic school experience. They realize that this is one of the original aims of their "tutorials," but their experience dictates that only about five percent of the teachers use tutorial time to discuss or to draw from each student's community involvement. They view the interaction with adults in a real world, non-school setting, combined with the students' exposure to the expectations, demands, and responsibilities of the work world as major benefits of the institutional experience.

Institutions also assign staff to serve as liaisons to Parkway. For example, the director of Volunteer Services at Temple University Hospital performs this role by maintaining close contact with the Parkway institutional coordinator in addition to her regular responsibilities. The Parkway coordinator informally checks with her by phone to discuss the progress, development, and special needs of each of the students at the hospital.

The Temple University Hospital Director indicated that she would not consider the program if Parkway did not have a coordinator, whom she regards as a buffer, disciplinary agent, and problem-solver. She looks forward to accepting Parkway students because she has developed an excellent working relationship with the coordinator.

Teachers

Fifteen of the more than 50 teachers, including four of the five unit heads chosen from the teacher ranks, were interviewed. All of them had taught in other Philadelphia public schools -- mostly junior high schools. Their years of experience ranged from three to more than thirty, and all stated they were happier teaching at Parkway than anywhere else. Those who had been at Parkway for eight years or more joined the staff by choice. Others were there because of transfers resulting from budget cuts and the desegregation mandate. Every teacher was required to take a civil service exam before consideration for Parkway. During the 1976-77 school year, 40 percent of the teachers were new -- all experienced and successful, many of whom had graduate training. A major adjustment they had to make was to Parkway's record-keeping systems, student counseling procedure and a strikingly different atmosphere from their previous experience. One of the teachers, a veteran of thirty-three years in the school system, said, after a year and a half at Parkway, that although there was a period of adjustment, he much preferred the Parkway atmosphere to that of his previous school -- a school for the academically talented. He feels that the atmosphere makes the school a success, emphasizing the importance of individuality for teachers and students alike. The small size of the unit makes it easier for him to see the students as human beings and to develop more personal relationships with them. Students share this view. As a result, behaviro problems are non-existent and students have a greater respect for teachers as people. The teacher was so used to being a classroom authority figure he often has to monitor his behavior to assume the Parkway mode.

The smaller class size permits the teacher to individualize instruction, but the lack of imposed structure forces the teacher to make more thorough classroom planning and course organization.

Positive remarks about Parkway's atmosphere of freedom and mutual respect were echoed by all teachers interviewed. They valued the close, personal relationships they were able to develop with their students. Several of them said they appreciated being free to teach courses outside their discipline. An original concept of the program was to provide everyone in the school the opportunity to share knowledge in a skill or subject area in which they were accomplished if not credentialed. The concept has produced positive results. Students are offered a wide range of non-traditional electives, such as "Investigations," which explore graphology, astrology, psychology and yoga; film making, assertiveness training, etc. A teacher in one unit explained that everyone who comes through the door and stays long enough is considered a teacher and asked what he/she might contribute. The result at that unit is that the secretary teaches courses in clerical skills; the janitor, a class in the history of Black music with an emphasis on jazz.

Teachers all agreed that teaching at Parkway is demanding. The types of personal relationships developed results in a greater psychological and emotional investment than teachers are apt to make at a traditional school. It also means that the demands of time extend beyond the school day to areas other than lesson plans. All students have teachers' home telephone numbers and are free to call with personal as well as academic problems. Teachers at Parkway have to be committed, accomodating, and extremely flexible.

Many teachers stressed that learning and the individual are primary at Parkway, thus control follows naturally. It was obvious that all of the teachers are committed to their students. Several cut short interview time during a prep period to prepare for or counsel students. Their concerns centered not on their needs but on those of the students. Recommendations included more books, supplies, or resources. Some felt that teachers should be screened more thoroughly to ensure a committed faculty. Another recommendation was that the lottery be revised to assure student motivation.

Most of the teachers interviewed cited unit size as fundamental to Parkway's success. They felt interpersonal relationship developed as a result of the small, family-like atmosphere made possible by small units. Unit size and the teacher's relative autonomy (they can develop their own curriculum; extend lessons into other interest areas; and run their classes pretty much as they wish) were the most frequently mentioned "plus" factors of teaching at Parkway.

The principal and two unit heads cited staff dedication as primary to the success of the school.

PARENT AND COMMUNITY INVOLVEMENT

As described in the Program and Collaborative/Partnership Profile, a variety of nonschool private and public organizations, agencies, institutions and businesses support the Parkway Program. The Parkway Coordinators, through social and business contacts, are always looking for potential participants.

There are cases where an institution offers its support but does not have a clear idea of what students would do within their organization. In such cases coordinators help plan the course, develop evaluation criteria and attendance-taking procedures. They then supply each institution with an evaluation form to be completed and returned at the end of the student's experience. The coordinator's job also requires a good deal of record-keeping: keeping files on each student and institution, answering correspondence, and performing various activities.

The parents of students at Parkway give adequate support to the staff. They respond quickly whenever disciplinary problems arise, which has been a very important factor in the significantly low incidence of disciplinary problems. Only one fist fight has been reported in the past three years.

On the average, a 50-60% attendance has been reported at PTA meetings. Parents have also helped in the evaluation of the school.

No parent interviews were conducted during the site visits.

SOURCE OF PROGRAM FUNDING

The Parkway Program originally was funded with a $50,000 grant from the Ford Foundation and Title III monies. A second Ford Foundation grant in 1971 was used to fund the expansion of the Parkway Program to opening the fourth unit, Delta, The proposed costs of Delta were as follows:

Proposed Costs for Delta June 1971 - August 1971

Salaries	$30,000
Rentals	10,000
Planning Seminar	2,000
Consultants for in-staff and curriculum development	2,000
Education Materials/Supplies	6,000
	$50,000

Since that time, the school district has absorbed school costs with all salaries, rentals, and supplies coming out of the Philadelphia School District's operating budget.

EVALUATION STUDIES

In the spring of 1972, the Organization for Social and Technical Innovation (OSTI) evaluated the Parkway Program at the request of its staff and administration. The study was motivated by realization of Parkway's growth and development, and the ensuing desire to detail program operation and changes and compare them against Parkway's original goal statements. Some of the responses to the survey are of interest. In order to examine the changes, the evaluative team had to articulate the original goals. Original rhetoric was high-flown, vague, and not easily translatable into observable behaviors that might be tested, and included such phrases as.

- "A Model of education in keeping with the major traditions of American life."
- "Education is not something done to children by teachers, it is something that teachers and children do together."
- "The city is also our curriculum because there is nothing to learn about but the city."
- "Education and politics are inseparable activities and -- every political act is an educational act and every educational act is a political act."

At the time of the OSTI study those involved with the program described their frustrations in trying to translate the rhetoric into reality during those first three years.

Students surveyed during the OSTI study described Parkway as:

> "... a special school to which we can escape from those problems in our old situation which we no longer can stand; a place where we are trusted, cared for, and not 'hassled' while we find out who we are, and where we learn that we can count as individuals within a framework where our individual actions matter. From this set of experiences we learn to be responsible."

The OSTI study made several recommendations, among them, the following:

- that a lottery system be abandoned in favor of a selective system with criteria based on the experiences of those who benefit most from Parkway. (Students are still selected by lottery.)

- that the institutional element be more organized, placing responsibility for it in the hands of an individual who would develop a coherent program across units; a person housed in the central office and assisted by clerical staff. (This recommendation has been incorporated and expanded into the program.)

- that the search for classroom space be absorbed either central administration or an expanded support staff in each unit. (This recommendation has been implemented only in part. The central administration has final responsibility for finding classroom space but unit heads and teachers are also involved in space searches and negotiations.)

- that evaluations be translatable into letter grades for college admission purposes. (This recommendation has been implemented. The OSTI study applauded the concept of individualized evaluations but felt the objectives and behavior should be stated more clearly. There now is a half-page evaluation form (see Exhibit R) for every course which has a translatable evaluative system.)

- that office space be delegated for the director at each unit site so that he can spend regularly scheduled time there. (This recommendation has not been implemented. When the study was made, there seemed to be a lack of trust between the unit head, teachers and program director. Today, there are no remnants of defensive or negative feelings toward the director. It would seem that the problem may have been more one of personalities than of organizational flaws.)

The OSTI study concluded that "despite problems and weaknesses, Parkway has created an atmosphere in which students perceive rules and regulations not as hostile attacks upon their humanity, but as essential ingredients in creative group living.....Student acceptance of the necessity of rules and their affirmation of adults as people who can be trusted to care are notable achievements.[1]"

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[1] OSTI, "Philadelphia's Parkway Program: An Evaluation," April 3, 1972, page 73.

Success Factors

- The most important element of success is size. Each unit is small enough for students and staff to develop human relationships and a familiar rapport. No student can "get lost in the crowd," no teacher can become totally inaccessible.

- The commitment of the faculty, who have either joined the staff voluntarily, or have chosen to stay after being transfereed to the school. They are flexible, open people who accept a workday that does not end pupil contact promptly at 3:00 p.m. They are genuinely interested in their student's achievement.

- The diverse curriculum. Students have the opportunity to sample a variety of interests and career options and to explore the real world. By offering courses on college campuses, in businesses and service agencies, Parkway "prepares students for life."

- The greatest measure of an educational institution's success is how well it prepares graduates to assume responsibility in and make contributions to society. Unfortunately, there is no formal tracking system of Parkway graduates. The principal's administrative assistant is in the process of compiling a report on ten years of Parkway, but no information was available at the time of the survey. (See Exhibit S for sample questionnaire.)

EXHIBIT R

COURSE EVALUATION FORM: PARKWAY PROGRAM

NEWMAN BUSINESS FORMS, DRESHER, PA.

PARKWAY PROGRAM

Course Evaluation

Semester Ending _____
MO Yr

STUDENT	
COURSE TITLE	
INSTRUCTOR	

TUT. #	UNIT
CREDIT: AREA	
AMOUNT	

I ASSESSMENT OF STUDENT IN THIS COURSE

	Outstanding	Above Avg.	Average	Adequate	Unsatisfactory	Not Applicable
Reading						
Writing						
Speaking						
Mathematics						
Class Participation						
Other:						
Overall Performance						

COURSE GRADE
(Optional)

ATTENDANCE	
Sessions	
Absences	
Latenesses	

II COMMENTS: (e.g. Progress, Assignments, Cooperation, Behavior, Exams, Needs Extra Help, etc.)

Instructor	Student	Reviewed by Tutorial Ldr.

H55A PARKWAY EVALUATION — SCHOOL DISTRICT OF PHILADELPHIA (REV. 11/79)

SAMPLE QUESTIONNAIRE

EXHIBIT S

PP parkway program PP

School District of Philadelphia

April, 1980

Dear Parkway Graduate:

Last year, as part of our tenth anniversary, we took a look at ourselves through the eyes of current staff and students. The responses we got from surveys of those groups have helped us in planning for the future of Parkway.

This year, we are undertaking a survey of randomly selected graduates from our first graduating class in June 1969 to our most recent one in June, 1979.

Your name was one of those drawn for the survey. We would appreciate it very much if you would take the time to complete the attached survey and return it to us in the envelope provided. Your comments, and those of the other graduates in the survey, will be used to assess what and how we operated in the past and how we can continue to improve Parkway for future generations of students.

Thanks very much for your cooperation.

Sincerely,

Ruth Steele

Ruth Steele
Planner
Office of the Principal

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DELTA UNIT
6008 Wayne Ave.
Phila. PA 19144
(215) VI 3-6133

ZETA UNIT
134 N. 13th St.
Phila. PA 19107
(215) LO 3-8572

1. How many years did you spend at Parkway? _____

2. What have you done since leaving Parkway? (check all that apply)

___ attended school ____ served in the military

___ worked ____ other

___ traveled

3. What are you doing now?

___ attending school (please go to question #4)

___ working (please go to question #5)

___ other (please explain_ _____

_____

4. What college (university, professions/trade school) are you currently attending?

_____

How long have you attended there? _____

When do you anticipate graduating? _____

Did you graduate? No ____ Yes ____ When? _____

Did you attend any other institution of higher education? No__ Yes__

If yes, what school? _____

What is (was) your major area of study? _____

What are your future plans/goals? _____

5. What sort of work are you doing? _____

What other jobs have you had? _____

_____

6. What things do you remember most about Parkway?

_____

_____

_____

_____

_____

7. On a scale of one to ten, please indicate youw well you think Parkway helped you in the following areas:

	Not at all 1	2	3	4	5 Some help	6	7	8	9	10 Very helpful
Learn to make choices/decisions										
Learn to be responsible for yourself										
Learn to manage your free time										
Learn to relate to other people										
Learn to use an expanded curriculum										

When you were at Parkway did you take any institutional courses?

No ____ Yes ____

What kinds of institutionals were you involved in?

_____

_____

Please indicate yow valuable you felt these institutional experiences were for you.

Not at all 1	2	3	4	5	6	7	8	9	10 Very useful

8. Would you be interested in:

A Parkway Alumni group? No ___ Yes ___

A Parkway reunion? No ___ Yes ___

9. Please update our files with your current adddress and phone.

_____
House number Street Apt. number

_____
City State Zip Code

_____
Phone: Area Code Number

THANKS FOR YOUR

SUMMARY

It has become painfully evident, that in the next decade, the twin achievements of reducing high unemployment and rampant inflation simultaneously will take the form of direct and targeted attack on current education practices and companion structural unemployment issues. The current state-of-the-art research in alternative curricular approaches, suggests that those practices and issues must place special emphasis on mobilizing private-public-sector involvement or collaboration in programs aimed at transiting secondary-level urban high school youth from secondary school to the workplace.

While sound fiscal, monetary, and other socio-economic policies must, of course, be an integral part of this transition effort, this Study paid close attention to the measure of public-private-sector partnerships in education that appeared to effectively deal with alleviating the possibility of continued high rates of structural unemployment among urban secondary-level youths. Similarly, while the Study recognized the federal government's current commitment to subsidizing training programs for youth, its major objective has been to review those potentially replicable school-private-sector partnerships that have demonstrated and evidenced a decreasing reliance on government financial support.

Drawing on data extrapolated from surveying the four exemplary collaborative experiments, the Study concludes that the proliferation of public-private-sector partnerships program efforts to aid secondary-level urban youth is both noteworthy and imperative. It is also urged that these collaborative models be exported, not only to large urban systems but to small systems, as models for the wider use of such initiatives and as a basis for mobilizing national support for replication of private-sector involvement at the individual school or system level.

The case reports presented in this Study represent the results of the 2-year research effort. The case reports are four variations on the same theme of public-sector activities and public-private partnerships developed to provide O.J.T. and post-graduation placement opportunities for urban high schoolers. They illustrated the many and diverse types of collaborative approaches to bring about an improved transition from school to the workplace for urban youth.

The findings discussed in this report can be grouped into the following major areas:

- Nature of the student population served by the collaborative programs in the Study.

- Relationship between student affective achievement (i.e. career development) and attitudes, and program instructional process variables (i.e. classroom information), contextual characteristics, parental and/or community involvement, and teacher/staff characteristics.

- Impact of school-non-school partnership stability on student gains.

- Nature of the (observed) success factors and their impact on program implementation.

- How responsibilities were effectively allocated among the partners in the collaboration.

More specifically, study findings assessed the interrelationship of treatment (i.e. success factors, etc.) and measures of student/teacher characteristics, student gains in developing cogent career aspirations and parent/community involvement in design development, implementation and decision making in the collaborative program.

What kinds of students were participating in the public-private sector collaborative experiments?

- Approximately 75 percent of the students enrolled were minority inner-city secondary-level high schoolers. The exception being the Community High School/Wayne State University pairing where participants were predominately middle-class and college preparatory track students in their feeder schools.

How committeed (i.e. to the collaborative concept) and/or experienced were the participating school and non-school professionals?

- Fully two-thirds of the participating teachers, university faculty/administrators, and industry personnel had two or more years content area and/or occupational teaching/work experience.

- All participating professional personnel either volunteered or were nominated by the LEA/partners as ideal instructional or administrative candidates for the program.

- Approximately 75 percent of all staff (both school and private sector) had been involved in or with company in-service or district workshops concerning the implementation of a collaborative-type program.

What were some of the general program characteristics (e.g., program size, school-non-school partnership relationship, etc.) and success factors of the exemplary collaborative programs under study?

- The number of students served by the projects ranged from 250 to 2,000 per academic year, with all four projects serving at minimum between 100 - 500 students. The largest between student enrollment recorded was at Parkway, with approximately 500 participants per site for a total of 2,000.

- Success Factors

  - Project partnership management was stable over the years of operation, and project instructional attrition or dropout rates were relatively low.

  - School-non-school lines of communication were fluid and were relied upon by program staff and students to inform about any program modifications or changes.

  - In all four programs, sustained student interest and motivation significantly contributed to successful program maintenance.

  - The four programs received ample support from by the business and private citizens in the surrounding communities.

  - The program success is positively correlated to the extent to which school officials have been able to disseminate system-wide and provide information/technical assistance about program intent and long-range objectives.

  - Although the intent of the collaborative programs is to up-grade and ease student transition from school to work, their goal was not to provide job-placement assistance. However, it appears that student retention and success at their assigned workplaces was positive correlated with their expectations for program assistance with and in post-graduation employment.

  - Student participation in the collaborative program experiment positively affected their attitudes toward the need for career awareness development coupled with appropriate skills training, and other school related activities.

- While generally costly to operate, state education agencies commitment to program continuation has led to increased local cost pick-up with reduced reliance and dependence on "soft" federal dollar support.

The Study results indicate that by creating a collaborative effort that provides stable management with professionally committed staff, there is developed a population of highly-motivated students who have been assisted in realizing their career aspirations.

APPENDICES

The National Urban Coalition
1201 Connecticut Ave., N.W. • Washington, D.C. 20036 • 202 / 331-2400

SURVEY OF COLLABORATIVE PROGRAMS IN URBAN SCHOOLS

The National Urban Coalition is conducting an indepth study of Exemplary Collaborative Programs in Urban Schools (programs of excellence) which have involved public and private sector institutions in the educational process. The goal of this project is to encourage the involvement of local business, industry, labor, community groups and universities in the provision of resources for urban elementary and secondary education.

Among the many high-quality programs in urban schools and school districts, some of the most successful are those which have been involved in this type of collaborative effort.

Businesses in many of our urban centers have contributed substantial resources and technical assistance to school programs which have proven to be outstanding. In numerous other communities, colleges and universities have begun coordinating their efforts in curriculum development, counseling and placement with local school districts.

These cooperative efforts may point the way toward a brighter future for the American educational system, particularly at a time when demands on the system have increased beyond the scope of public resources for education.

We are asking that you assist us in identifying such programs by completing this brief survey.

Chairman: John R. Bunting / *President:* M. Carl Holman
Co-Chairpersons: Andrew Heiskell, Aileen Hernandez, Sol M. Linowitz, James M. Roche, Raul Yzaguirre
Vice-Chairpersons: William R. Chaney, Jesse Hill, Jr.
Treasurer: Glenn E. Watts

Name of Your Organization: _____

Phone #: _____

1a. Has your organization been involved with efforts to encourage collaboration with business, labor and/or universities in local schools in your area?

Yes ( ) No ( )

b. If yes, please describe briefly the nature of this program.

c. If yes, would your organization be interested in participating in this study effort?

Yes ( ) No ( )

d. Whom should we contact for further information about your program?

Name: _____

Position: _____

Phone #: _____

2a. Are you aware of other outstanding programs which you feel are worthy of further study and replication?

Yes ( ) No ( )

b. If yes, please describe briefly the nature of the program and the key groups involved.

c. Whom should we contact for further information?

Name: _____

Position: _____

Phone #: _____

Please feel free to comment further. If you have any questions, please contact Patricia Hoover at (202) 331-3420.

_____
Signature

Survey Mailing List

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SURVEY OF COLLABORATIVE PROGRAMS IN URBAN SCHOOLS

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SURVEY OF COLLABORATIVES IN URBAN SCHOOLS

I ORGANIZATION CITY/STATE	II PROGRAM LENGTH	III COLLABORATORS/ PARTNERS	IV DESCRIPTION OF THE PROGRAM
Phoenix Elementary School District #1 Phoenix, AZ		College Students & Teachers	Volunteer Assistance Program: Arizona State University, Grand Canyon College and Phoenix Jr. College participate with the Volunteer Assistance Program by having education majors work in an observation/participation capacity. These university students work right along with the teachers. The Students take small groups and work with individual children. In some instances, these university volunteers set up learning centers when requested by the classroom teacher.
		Elementary Schools, Business, & Local Community Colleges	Community Education Program: Businesses and local community colleges provide instructions for a variety of classes held in the Phoenix elementary schools. Local non-profit agencies provide money and staff for after-school programs for children. One of their prime goals for their program is to involve agencies other than scholls in improving education for people of all ages in their urban district.

I	II	III	IV
Research Services (Phoenix Union High School System) Phoenix, AZ		The School & Business Communities	The program involves on-site visits to business firms; use of speakers; participation in cooperative education programs; sponsors of various scholarships and special events; advertisers in variuos publications; memberships in several advisory groups; placement center for student teachers; and other similar activities for students and adults.
Long Beach Unified School District Long Beach, CA		The School System and Chevron USA, Inc.	The school system, using assistance and funding from Chevron, Inc., developed and produced a teacher's guide titled "Economics and Elementary Schools." Each of the teachers at 55 elementary schools received a copy, and is expected to use it to enrich many areas of the curriculum by the infusion of economics.
		Business, Industry, the City of Long Beach, the National Guard, and other agencies.	Their Regional Occupational Program utilizes countless community sites either to provide skill training for small groups of high-school students or to house entire classes. These sites are donated by business, industry, the City of Long Beach, the National Guard, and other agencies. Currently, 66 businesses and agencies have entered into the community classroom agreements to provide vocational skill training with the school district.

I	II	III	IV
Long Beach Unified School District Long Beach, CA	Several Years	The School System; Independent Insurance Agents of Long Beach; the General Telephone Co.; and Other Businesses in the Long Beach/Lakewood Area.	Through a collaborative effort involving the school district, the Independent Insurance Agents of Long Beach, the General Telephone Co., and other businesses in the Long Beach/Lakewood area, the school district implemented the INVEST Program (Insurance Vocational Education Student Training) that has been operating successfully for several years. Most of the funds to remodel two existing business education classrooms to simulate an actual insurance business office were donated. Equipment, materials, technical assistance and other services were also donated. Students perform all functions of their real-life counterparts. They rate, underwrite insurance and issue policies to driver education/driver training students as a major class project. Many are placed in local insurance offices upon completion of the program.
San Diego Unified School District San Diego, CA		The School District and Local Businesses	These organizations have played a major role in the support and implementation of the school district's voluntary integration program.

I	II	III	IV
Hartford Public School System Hartford, CT		The School District & Local Businesses -Travelers Ins. Co. -Aetna Life & Casualty -Phoenix Mutual Life -(Total of 23 banks & insurance companies)	A "WORKPLACES" program takes carefully screened juniors and seniors away from the high school to teach them both academic and job skills in an almost-adult world of job-related classes and honest-to-goodness jobs.
Duval County School Board Jacksonville, FL	1-Year Per Partner (Began 2/79)	Thirty Businesses & 30 of the 130 schools in the Duval Co. School System.	The "Adopt-A-School" Program was designed to make 30 businesses and schools partners for a year.
Dade Co. Public Schools Miami, FL		The School District & Local Institutions of Every Type	Dade Partners is a plan designed to improve the overall quality of life in the Dade Co. community. It is based on thepremise that local institutions of every nature care about the future of the community's young people and are willing to work cooperatively to help improve their opportunities for success. (Linkages will be evolved from this concept as the program progresses.)
Alternative Education Programs Atlanta, GA		Atlanta Public Schools & the Atlanta Chamber of Commerce.	The Atlanta Chamber of Commerce has undertaken a collaborative effort with the Atlanta Public Schools to provide students with a program called "Schools Without Walls." Juniors and seniors from 22 high schools may select classes conducted

I	II	III	IV
			and taught by firms and their personnel. Students selections are based on their interest in a particular field. Business, agencies and organizations submit course outlines to be used for instruction. Academic credit is awarded for successful completion of each course. Programs are diverse and include computer study, political science, accounting, writing and producing for television, animal behavior and management, merchandising, engineering, advertising and banking. All programs are monitored by a liaison from the Atlanta Public Schools. A very close relationship is maintained between the Chamber of Commerce and the school system in order to maintain educational policy and to promote greater involvement with the business community.
	Center for Urban Ed. Chicago, IL	Illinois Bell Telephone Co. & Chicago Public Senior High School	In cooperation with the Illinois Bell Telephone Co., a school will be established for 120 to 200 high school students interested in a career in communication technology.

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The Woodlawn Organization (TWO) Chicago, IL	3 Years	The School System, Students, Private Industry, & Community People	Hyde Park Career Academy: Through TWO's efforts, private industry offers on-the-job training for high-school students. The Model Cities Program has given money for a TV studio and computer program. Through an Urban Restoration Program, TWO has offered training and paid for student work in the buinding trades (½ day at school and ½ day at work). To feed Hyde Park C/A with properly prepared students, TWO is embarking on a program to reorganize the educational programs in various elementary schools in the community. TWO is currently negotiating with the Board of Education, universities and outside groups for their participation in a redirection of elementary feeder schools.
		The School District, Labor, Business & Industry	Minuteman Regional Voc-Tech School: This school was designed through the cooperation of private industry. The groups cited participated on advisory boards in both the planning and development of the schools and its curriculum design as well as in obtaining equipment for the facility.

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			The school provides good educational and emotional growth from the entire student body, which includes 100 mentally retarded students who are being mainstreamed into the school system.
Wichita Public School System Wichita, KS	1 Semester	Business, Industry, Community Agencies, Various Professional Groups, and the School System	The Executive High School Intern Program involves the participation of secondary school students as full-time interns with executives in business, industry, community agencies, and various professional groups. The students receive credit for their participation. Students participating in the Experience-Based Career Education Program enroll in several areas of interest and participate on-site at the locations related to their interest. Credit is awarded in English, science, and social studies.
Metropolitan Area Committee of New Orleans New Orleans, LA		The School System & the Business Community	In the School-Business Partnership Program, company representatives respond to a school's review of its needs, recommend whatever business expertise can be helpful, and assist in the planning and development of special projects that make use of the company's resources and manpower.

I	II	III	IV
Center for Educational Research Sheveport, LA		The School System, the Center, and the Sheveport Chamber of Commerce	The Center has taken initial steps to become involved in several programs. 1. Working with the local school system to locate and provide outstanding learning experiences and internships for gifted children; 2. Studying the adopt-a-school concept and hope to have 3 to 5 schools participating by Sept.; 3. Studying magnet school concept and the types of magnet schools that fit the local community (inc. a college-prep. performing arts school).
Division of Vocational Education, Department of Education Baltimore, MD		Students, Teachers and Carpentry Professionals	House Rehabilitation Project: Old city-owned houses are renovated by Vocational Education students for resale or rental by the city.
		Students, Teachers and the Business Community	Each year the Montgomery Ward Co. funds consumer Economics Workshops for teachers in the Baltimore public schools. The business and industrial communities make annual contributions for securing monetary, in-kind and job wards for graduating seniors in vocationa education.

I	II	III	IV
			Project Growth Opportunities: This is a multi-faceted city project that promotes career awareness. Forty-six businesses, major manufactorers, and city and state agencies provide the stimulus that students need. Students are exposed to various types of industry through lecturers, internships, part-time employment, etc.
The Boston Public Schools Boston, MA		The School System and Businesses	The Tri-lateral Council established the school/business partnerships, a collaboration emphasizing the one-to-one relationship of a major company (or government agency) and a local high school. Through this mechanism, business experience, resources and personnel could be channeled to improve the value and quality of education. To date, 21 business firms are linked with 19 Boston high schools in a partnership program. Their activities represent a wide diversity of involvement with teen-age youth.

I	II	III	IV
Tri-Lateral Council for Quality Education, Inc.		Boston's Public High Schools and 20 Business Corporations	In 1974, the Tri-Lateral Council paired off each of Boston's Public High Schools with a business corporation. There are now 20 partnerships. The businesses are headquartered in Boston, and include the John Hancock Co., IBM, Honeywell, and Travelers Insurance.
		Boston Public High School Teachers and 60 companies.	Sixty companies have participated in Occupational Education programs for the faculty; seminars, workshops, site visits and curriculum development in 6 cluster areas. Teachers receive graduate credits through local universities.
		Boston Public School Teachers; Youthwork, Inc., and the Dept. of Labor	Youthwork, Inc. and the Dept. of Labor have funded the Tri-Lateral Council's Project STEP, an exemplary in-school program that trains teachers in career development and job-seeking skills. The project is infused through the classroom, and is extended to reach 10,000 students in grades 9 through 12.
Livonia Public Schools Livonia, MI	10 Weekly Sessions	The Livonia Schools, AFL-CIO, UAW, and Madonna College	Under Project Labor, the Livonia Schools, AFL-CIO, UAW and Madonna College have collaborated to develop and implement a weekly (10-session) program in which labor leaders come into the classroom to teach about the role of

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			organized labor in American life and to orient youth to implications of union involvement for their roles as workers (The program is being evaluated through the use of pre-host attitude scale and a final content evaluation.) Under the Career Intern Program talented, high motivated junior and seniors take a semester off from formal schooling to intern with business executives and professionals. Under Project ACTION, students work on community projects in which their self-esteem is raised.
Minneapolis Public Schools Minneapolis, MN		The Minneapolis Public Schools and the Minneapolis Business Community	The Minneapolis Public Schools has a number of cooperative relationships with the business community. The Education Council of the Greater Minneapolis Chamber of Commerce works closely with the schools in sponsoring a number of projects In addition to the cooperation of the Chamber, several companies provide support for individual programs in buildings. A large number of companies participate in their School Support Program which collects excess materials, equipment and supplies for use in the buildings throughout the school system.

I	II	III	IV
School District of Kansas City, MO Kansas City, MO		The School District Local Business, Industry, Labor, Community Groups & Universities, Etc.	The school district has many individual projects and programs across the District which are the result of many individual/group efforts that are of a collaborative effort between the School District and some outside individual, group or agency. Some of these programs like the West Magnet School Program, the COE Program, the Double E Rotary Program, parts of the Lincoln Program for Accelerated Studies, and many of the Vocational Education programs are directly involved with business and industry in a job training and employment effort. (See the listing included w/ survey.)
Council on Education Kansas City, MO		The Council itself is a collaboration of business, labor, higher education, political, and community people.	Projects include the development of an elementary school pilot project on Career Education, funded by the Junior League; providing individual executives to meet the superintendent's request for expert assistance in specific areas of district operation; working with the American Institute of Architects and the Construction Specifications Institute to have teams of their members assess the maintenance and repair needs of the Kansas City School District buildings;

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			and working with labor, business, community, higher education and political leaders to put together a plan for a business/management magnet center.
St. Louis Public School System St. Louis, MO		The School System, major corporations, and local government	In 1975, several chief executive officers of major corporations in the St. Louis area spearheaded a drive that resulted in business and private companies contributing $125,000 to pay for the school system's high school sports program for 1 year. During the same year, Civic Progress -- an organization of the chief executive officers in the metropolitan St. Louis area-- undertook a Management Assistance Project in which executives in various aspects of management assisted in providin the school system with management expertise. This resulted in an administrative reorganization. In 1976, Civic Progres provided the leadership for a successful campaign to increase property tax revenue for the schools. In 1978, the organization agreed to provide $50,000 for initial efforts to get a decentralized decision-making project underway. Additional funds up to $500,000 will be provided over a 3-year period, if the pilot program

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			is successful. In March, 1979 eleven firms pledged up to $600,000 to guarantee that the school system would not incur a deficit in meeting its commitment to increase salaries for staff. This financial assistance was a big factor in ending a 52-day teachers' strike.
Neward Board of Education Newark, NJ		The Newark Board of Education and the New Jersey Institute of Technology	These two groups are working jointly to study Board facilities' operation and maintenance to determine near-optimal utilization; to centralize the Board of Education technical staffing requirements and make recommendations for reorganization; and to optimize federal, state and foundation funding for Board of Education programs.
Alberquerque Public Schools Alberquerque, NM		The School System as well as Business, Industry, and Labor	In the initial planning stages of the Career Enrichment Cente over 300 representatives from business, labor and industry were assembled by the Chamber of Commerce to assist in planning the program, establishing the program facilities and equipment needs, and continuin on afterwards as advisors, consultants, and evaluators. Now each curriculum area at the Center has an advisory board made up of people from the business, labor and industry community.

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Center for Career & Occupational Education, Board of Education of the City of New York Brooklyn, NY		Business, Labor and Education	Association of Business, Labor & Education (ABLE): ABLE is an effort to coordinat resource utilization and pooli of efforts between industry, unions, and the schools on a city-wide basis. It has many working committees. It suppor and markets selected programs involving these groups.
		Business, Labor, the Community & Education	Community Association of Business, Labor and Services (CABLES): CABLES is a neighborhood proje a spin-off of ABLE, that concentrates on a specific area o Brooklyn, and attempts to coordinate programs, pool resource and serve a brokerage function in the neighborhoods of Fort Greene, Bed-Stuy, Brooklyn Heights, Crown Heights and Prospect Heights.
		Business, Industry, Labor, Community Organizations, The Schools, and Youth	Numerous programs are coordinated by the above two process and function in connection with them. Some of these are: Cooperative Education; Educati & Private Industry Cooperation (EPIC); Youth Employment and Training Program (YETP); NAB Youth Programs; Private Indust Councils (PIC); and others.

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NY Urban Coalition (Education Division) New York, NY		Business, Labor, the Community & Education	CABLES: This is the same type of program as the CABLES program in Brooklyn, NY.
Cincinnati Business Committee Cincinnati, OH		Business and Schools	Under the Partners-in-Education Project, individual businesses and schools work together on projects for students or teachers which make sense to the "partners." This may develop into planning some projects which will be part of the curriculum--such as a bank teaching their procedures in math class or a department store teaching interests.
The National Center for Research in Vocational Education (Ohio State Univ.) Columbus, OH		The Columbus Public Schools and local businesses and industries	The collaborative efforts shared by the collaborators include CETA and STIP.
Toledo Public Schools Toledo, OH		The School System & the Local Business Community	Under "A Model for Quality Education" project, a "Blue Ribbon" committee of major corporate heads (acting as a resource body) will give support and act as a link between the schools and the business community.

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Our Neighbors Civic Association, Inc. Philadelphia, PA		The Association & Temple University The Philadelphia Schools and the Business Community The Negro Leadership Union	These two groups have worked together to develop a Criminal Justice Training Program for community participants and professionals. They have also worked with the Philadelphia School System and Philadelphia business community to develop training programs and entry-level employment slots for youth. Additionally, they have participated in a joint effort with the Negro Leadership Union in providing apprenticeships and training in the building trades. Currently, they are providing General Equivalency Diploma training (G.E.D.) as well as employment placement for clients through businesses.
Philadelphia Schools Philadelphia, PA		Philadelphia Schools, Corporate Heads and University Officials	These groups are collaborating on a voluntary desegregation plan.
The High School Academies of the School District of Philadelphia Philadelphia, PA	10 Years	Business, Labor, Industry, The Philadelphia School District, and the Academic Community	In 1969, the Philadelphia Urban Coalition, in conjunction with the Philadelphia Board of Education, initiated the establishment of a prototypic industrial academy for career development among inner-city youth -- youth who did not qualify for admission into the city's established vocational schools. That prototype, now known as the Academy of Applied Electrical Science, Inc. was begun in one of the city's

high schools and was followed by the establishment of a Business Academy and an Academy of Applied Automotive and Mechanical Science at two other high schools in the city of Philadelphia. Since 1975, attempts have been made by the School Board to replicate the Electrical Science and Business Academies in still other city schools.

The Academy concept is based on the involvement of business and industry in the process of public education. Participating companies lend employees to form a project team which is responsible for supervising the program and providing the necessary technical and managerial expertise needed in the development of a curriculum that is the basis for students attempting to obtain entry-level positions in business or industry. This team also includes representatives from labor, the school district, the academic community, and the community at large. Industrial experience is offered to supplement classroom instruction, and joint efforts are made to secure full-time employment for graduates as well as summer employment.

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Pittsburgh Public School District Pittsburgh, PA		The School System, Pittsburgh Jaycees, National Alliance of Businessmen	Collaborative projects include the support of handicapped students in vocational training; employment of disadvantaged severely alienated, potential drop-out urban youth; training and hiring of disadvantaged high-achieving math students by larger companies having computer resources, preparation for and summer employment of high school youths; the development of a skill-centered work program; and CETA training and hiring of educationally and or economically disadvantaged students.
Metropolitan Public Schools of Nashville, Tennessee Nashville, TN		This city has no collaborative program developed.	
Austin Independent School District Austin, TX		The School System, Engineers, Educators, Foundations, Industry, Social Action Groups, the Minority Community, and Government Agencies	The Texas Alliance for Minorities (TAME) was created in 1975 for the specific purpose of establishing a program that would increase the number of minorities in engineering. TAME draws together the elements necessary for the above, i.e., by sponsoring, through a cooperative venture of secondary and post secondary educators, foundations, and others a program which could be effective in correcting the

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			circumstances which prevent all but a few minority students from entering industry and government as engineers
Dallas Independent School District Dallas, TX		The School District and the Business Community	These groups work together on a Career Education Advisory Board, giving guidance regarding career selection. They also collaborate to recruit participants in the business community to assist in the recruitment of minorities in engineering; to develop youth training programs; to develop job opportunities for youth; and to offer youth motivation. One prominent project has been the Adopt-A-School program in which local businesses offer the schools practical experiences in the adult world.
Arts Magnet High School Dallas, TX		Students, Teachers, Art Educators and Professional Artists	The school offers a curriculum that includes all academic courses required for graduation and college entrance. The Arts Magnet High School has two programs: (1) the Performing Arts Program and (2) the Visual Arts Program. Both programs utilize the resources of art educators and professional artists who are invited to lecture, demonstrate, and critique bringing each student up to a truly professional level.

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High School for Health Professionals Dallas, TX		Students, Teachers and Health Professionals	The school offers a variety of programs related to the health care field at both introductory and advanced levels. Skill development, field trips, guest speakers and clinical internships in hospitals and private settings prepare students for a number of beginning level health careers. It also serves as excellent preparation for students planning advanced medical and dental studies.
Transportation Institute Dallas, TX		Students, Teachers, and Trained Professionals in Transportation Businesses	The Institute offers high-school students comprehensive training is several major areas - Automotive Diesel, and Transportation Marketing. Students work and learn in fully equipped shops and actually run the parts department. Instructors of the career clusters are trained professionals with many years of experience within transportation businesses. Field trips to local businesses and guest speakers from industry keep both students and instructors up-to-date in the latest techniques.

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Human Services Center Dallas, TX		Students, Teachers, Human Service Professionals, and Community People	Students explore careers in three career clusters: social services, child related professions, and educational services. This exploration is done through field trips, speakers, interviews, reading, films, and special projects. Opportunities for paid and non-paid internships are also available.
Magnet Center for Public Services; Government and Law Dallas, TX		Students, Teachers, and Dallas Legal and Community Professionals	Students are given the opportunity to explore a broad range of career options, this program is designed to meet the needs of students who plan to enter the job market upon graduation from high school or pursue a degree in the community college four-year college, or universit The curriculum in each phase is individualized to fit the student's personal needs and goals, and each student moves through the curriculum at his/her pace of learning. There are group activities as well as students working alone. The entire Dallas metropolitan area with its courtrooms, and city council chamber, legal office and governmental agencies, is used as a "living laboratory" for learning experience.

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El Paso Independent School District El Palo, TX		The School District and Local Business Community	These groups work together through regular cooperative vocational programs, through advisory councils for each vocational program, and through linkages between vocational education, CETA and private industry to give the youth work opportunities and skill trainin
El Paso Chamber of Commerce El Paso, TX		The Chamber of Commerce and the El Paso Business Community	These two groups worked togethe for the establishment of the El Paso Community College, a school that is highly oriented toward the provision of skill training for local businesses.
Houston Independent School District (HSID)		Parents, The School System, Business and the Community	"Operation Fail Safe": The goal of HSID has been to bring together the combined efforts of home, school, and community to promote increased student achievement and affective development. An advertising campaign called Operatic Fail-Safe was launched to get the attention of the public and to bring parents into the schools. The news media donate over a million dollars in free advertising to promote parent involvement in HSID schools. This included billboards, television, radio, newspapers, magazines, etc. Sixty-three banks (Houston Clearing House) sponsored theprinting of booklets for parents to use to help children with reading skills. The Chamber of Commerce is giving tremendous support to Operation Fail-Safe.

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Salt Lake City School District Salt Lake City, UT		The School District and Community Groups	These groups work together in a system of shared goverance in the schools. An improvement council and a community council establish school policy, schedules, disciplinary standards, etc.
National School Volunteer Program, Inc. Alexandria, VA			NSVP conducted a nationwide study in 1978 of existing school-community linkage in career planning for secondary students. This resulted in the identification of 30 urban school systems having a surprising number of volunteer and career planning activities with ties to local businesses, industry, and professional and social service agencies. Additionally, NVSP refined the information and identified about 12 cities to attend a meeting in Boston to begin initial planning for possible demonstration sites for exemplary volunteer career planning projects.

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Norfolk Public Schools Norfold, VA		The School System, Local Businesses and Industry	Collaborative programs include a Career Academy giving career information and guidance as wel as work experience in business and industry; work incentive programs for secondary students adopt-a-school program involvin local businesses and industry; and a sciences and arts program in which talented students receive advanced instruction.
Richmond Public Schools Richmond, VA		The School System and Local Business Community	These groups collaborate on a number of projects to supplemen classroom instruction in certai disciplines. These include PROJECT BUSINESS, on-the-job training and counselling, and Junior Achievement.
Public Schools of the District of Columbia Washington, DC		D.C. Public Schools D.C. Dept. of Housing, & Community Develop-ment, and the D.C. Foundation for Vocational Education	This group worked on a program to introduce students to the building trades. (BUILDING RENOVATION & CONSTRUCTION PROGRAM)
		D.C. Public Schools and Local Business Community	The INTER-HIGH CONNECTION is a student-operated store that provides students with skill training work experience as well as feedback and motivation for students in establishing their own businesses and in pursuing careers in the arts.

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		D.C. Public Schools & Various Communities	The D.C. EXPERIENCE-BASED EDUCATION PROGRAM serves as a comprehensive, individualized alternate plan of full-time learning for high-school youth. The community provides students with direct, non-paid learning experiences in real-life settings as preparation for future careers.
Milwaukee Public Schools Milwaukee, WI		The School System as well as the business and industrial communities	These groups collaborate on a cooperative, on-the-job trainin program; partnership programs in which a local business or industry adopts a school; an advisory committee; and a summer intern program for teachers in industry.
Metro Wilwaukee Association of Commerce Milwaukee, WI		Metro Milwaukee and the School System	They work together to establish partnerships with the high schools.

INTERVIEW GUIDE

STUDENTS

Objective: To determine students' opinion on the usefulness of the program and the benefits they have derived from participating in it.

1. Where did you learn about this program?
2. Why did you become enrolled in this program?
3. Were the programs explained to you before you made your choice?
4. Who assisted you in making your decision?
   - parents
   - teachers
   - counselors
   - friends
5. Are you getting what you expected out of the program?
   If no, why do you feel this way?
6. In what ways have you changed since you have been in this program?
   - academic achievement
   - self-understanding
   - interpersonal relations
   - acquisition of work skills
   - ability to secure employment
   - desire to attend school
7. Do you feel that the level and amount of work you are required to do is within your capability?
8. Do you think you are allowed sufficient time to get your work done?
9. Are you provided with enough equipment/material?

INTERVIEW GUIDE

COUNSELORS

Objective: To determine the role of counselors in the placement of students in the program and the overall functioning.

1. What is the basis for allocating a student to a particular program?
   - student's wishes
   - test results
   - other
2. Are students given any insight about the program before they are put into it?
3. What percentage of dropout is there in these programs?
4. Can a student change to another program if he so desires?
5. What changes can you identify in student behaviors as being a direct result of being in this program?
   - absenteeism
   - attitudes
   - interpersonal relations
   - acquisition of marketable skills
   - work attitudes
6. Do you have counseling sessions with the students at specific periods?
   If yes, how is this done?
   If no, when do you meet with them?
7. On what basis are students placed for apprenticeship?
   - the teachers' recommendations

- random placement

- student's choice

8. Do you participate in the evaluation of the students?

   If yes, what is your role in this process?

9. What changes, if any, would you recommend for this program?

INDEX OF ABBREVIATIONS

CHS	-	Community High School
DISD	-	Dallas Independent School District
ESEA	-	Elementary and Secondary Education Act
FTE	-	Full-Time Employment
IHE	-	Institution of Higher Education
LAUSD	-	Los Angeles Unified School District
LEA	-	Local Education Agency
OJT	-	On-the-Job-Training
ROP	-	Regional Occupations Program
SEA	-	State Education Agency
SPNB	-	Security Pacific National Bank
STEP	-	Skilled Training Education Program